

***Ex-post Evaluation of  
the Community  
Initiative LEADER II***

***Final Report  
Volume 2: Tools***

***by ÖIR – Managementdienste GmbH***

Commissioned by:  
European Commission  
DG Agriculture, Unit A.4



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Project team:	Herta Tödttling-Schönhofer, ÖIR (Wien, AT)	Project management
	Robert Lukesch, ÖIR (Hirzenriegl, AT)	Team leader, core team
	Jean-Claude Bontron, SEGESA (Paris, FR)	Core team
	Carlo Ricci, Teknica (Lanciano, IT)	Core team
	Valérie Dumont (ÖIR, Brussels)	Team assistant

Geographical evaluators:

Richard Hummelbrunner (AT)  
Bernhard Schausberger (AT)  
Manfred Geissendörfer (DE)  
Otmar Seibert (DE)  
Javier Esparcia (ES)  
Joan Noguera (ES)  
Torsti Hyyryläinen (FI)  
Jean-Claude Bontron (FR, BE/Wallonie, LU)  
Hélène Carrau (FR, BE/Wallonie, LU)  
Denis Paillard (FR, BE/Wallonie, LU)  
Sophia Efstratoglou (GR)  
Brendan Kearney (IE)  
Carlo Ricci (IT)  
Rossella Almanza (IT)  
Margot van Soetendael (BE/Vlaanderen, NL)  
António Oliveira das Neves (PT)  
Ulla Herlitz (DK, SE)  
Robin McDowell (UK)

Österreichisches Institut für Raumplanung (ÖIR)  
(Austrian Institute for Regional Studies and Spatial Planning)  
A-1010 Wien, Franz-Josefs-Kai 27, Tel.: +43 1 533 87 47, Fax: +43 1 533 87 47-66  
e-mail: [oir@oir.at](mailto:oir@oir.at) | [www.oir.at](http://www.oir.at)

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This is **Volume 2 of the Final Report** of the European evaluation of the LEADER II Community Initiative. It contains the bibliographical sources, interview partners and methodological tools used for quantitative data collection and qualitative investigations.

**Volume 1 of the Final Report** contains the main report and the executive summary.

**Volume 3 of the Final Report** is a compilation of case studies on 13 trans-national cooperation projects and 10 comparative case studies on cost-effectiveness of the LEADER II initiative.

**Volume 4 of the Final Report** includes the 12 Geographical Reports on all Member States of the EU.



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## Preface

Volume 2 of the final report of the LEADER II evaluation contains

- the tools (grids, questionnaires and manuals) used for implementing a consistent methodology in all 15 Member States by 12 teams of geographical evaluators,
- the complete list of interview partners, and
- a bibliography.

The grids and questionnaires in the **tools** chapter are written in three different colours. The colours indicate different types of questions meaning different ways of processing:

- Black colour was used for “factual” questions, requiring answers for which there was an observable or calculable evidence.
- Red colour was used for subjective valuations; they were quantified as rating scores on a scale between 1 (very negative) and 10 (very positive).
- Green colour was used for narratives (explanations, interpretations and opinions).

As it turned out that the answers to the black “factual” questions could not be collected as completely as expected, the evaluation team put more focus on the answers to the red questions (rating scores), which were answered by the overwhelming majority of interviewees. The stepwise selection of 52 indicators for the impact analysis and of 22 indicators for the multi-criteria analysis was mainly based on the subjective ratings from the survey of LAGs and CBs (Q202), and, in parts, from the interviews with national and regional stakeholders (Q34).

The **list of interview partners** refers to the interviews carried out on the basis of the questionnaires QEU (for the European partners) and Q34 (for the national and regional partners). The participants of the 30 focus groups are documented in the Geographical Reports (Volume 4).

The **bibliography** contains the list of publications and documentary sources which have served to highlight specific aspects not covered by the national and regional ex-post evaluations, and by the information processed within the framework of this evaluation. The list represents the most important sources, which could serve the reader to go more in depth of a specific issue. Other documentary sources have been put in the footnotes of the main report (Volume 1).



# 1. Tools

## 1.1 Grid for 102 programmes LEADER II (OP102)

This document is a grid to be filled in by geographical expert, for each operational programme of the Community Initiative LEADER II

REGION: .....
---------------

### General information:

Code of programme (EU code)	Name of Operational Programme (original name)	Number of local groups				Objective area			Eligible area (% of the whole region)	Date of approval by DG AGRI DD/MM/YY	Date of official closing commitment DD/MM/YY	Date of closing payment of the programme DD/MM/YY
		LAG start	LAG end	CB start	CB end	1	5b	6				

LAG / CB start: contracted with intermediary bodies

LAG / CB end: operational until the end of the programme

### Socio-economic information upon the eligible area before starting the programme

Reference year: .....
-----------------------

Population in eligible area (000)	Density (inh./km <sup>2</sup> )	% > 60 years	% active population (approx.)			% of unemployment (in the eligible area)	Demographic tendency (+ = -)	Migration rate (+ = -)
			primary	secondary	tertiary			

(=) means between +0.5 and -0.5 % for the whole period

### Elaboration and monitoring of programme:

Regional or National monitoring for local programmes (Yes or No)	selection process		Official Networking (if none, put no)				Evaluation (date of report). If none, put no.		
	Date of call for projects MM/YY	Effective selection Yes / No	National		Regional		Ex ante	Interim	Ex post
			Starting date MM/YY	Ending date MM/YY	Starting date MM/YY	Ending date MM/YY			

**Financial information, at the opening and closing time**

Please indicate the currency both in ECU and national currency. Unit: 1000 .....

	TOTAL of funds	Total European Funds			National public funds	Private funds	Actions			
		EAGGF	ERDF	ESF			Measure A: Acquiring skills	Measure B: Rural Innovation Programmes	Measure C: Trans-national cooperation	Measure D: Technical assistance
Initially contracted with EU (in national currency)										
Initially contracted with EU (in ECU)										
%	100									
Finally achieved (paid) in national currency										
Finally achieved (paid) in ECU										
%	100									
Rate (%) of achievement (paid / initially contracted)										

Date for finally achieved (paid) MM/YY: .....

**1.2 Grid for ~1000 LAGs/CBs (L1000)**

This grid is to be filled in by the geographical expert, for each local action group and collective actor approved in LEADER II.

LAG/CB's name: .....

**General information:**

Code of programme/ LAG or CB	Type of prog		Objective area			Name of LAG/CB	Type of group*		Date of first approval of the business plan (DD/MM/YY)	Programme before Leader II				LEADER+	
	LAG	CB	1	5b	6		Legal status	Structure of group		LEADER I		other similar programme		yes / no	if yes : larger, smaller or same area
										yes / no	yes : larger, smaller or same area	yes / no	if yes : larger, smaller or same area		

\*: legal status = Cooperative, association, syndicate, .... Structure = only public, mixed public-private, only private

**If the Local Group failed before the end of the programme, explain briefly why:**

**Demographic information before starting the programme:**

Reference year: .....

**Evaluation:**

NB: for Collective Bodies, take the operational area

Area (km <sup>2</sup> )	Population (nr. of inhabitants)	Population density (inh./km <sup>2</sup> )	Demographic tendency (+ = -)	Migration rate (+ = -)

Evaluation activities at the group level (Yes/No)	
Self-evaluation	External evaluation

(=) means between +0.5 and -0.5 % for the whole period

**Financial information (please indicate currency unit):**

please indicate the currency both in ECU and national currency. Unit: 1000 .....

	Total funds	European Funds	National public funds	Private funds	Actions		
					Measure A: Acquiring skills	Measure B: Rural Innovation Programme	Measure C: Trans-national cooperation
Expenditure initially contracted, in national currency							
Expenditure initially contracted, in ECU							
%	100						
Officially committed* by intermediary bodies, in national currency							
Officially committed by intermediary bodies, in ECU							
%	100						
Rate (%) of achievement (committed by intermediary bodies / initially contracted)							

Officially committed\*: the nearest financial commitment before the paiement

**Type of area\* – multiple reply is possible:**

1	2	3	4	5	6	7	8	9

\*Here we put the typology existing for rural areas. We are expecting the geographical expert to fill in the type number corresponding to the LAGs' case:

- Type 1: A territory in which agriculture keeps a large part of the active population busy and remains the basis of the economy;
- Type 2: A territory with rich agriculture and with little use of labour force;
- Type 3: A territory of large landowning, either traditional latifundias or collectivised land;
- Type 4: A territory dominated by natural or protected spaces;
- Type 5: A territory focused on tourist accommodation with small dimension structures;
- Type 6: A territory with a high rate of second homes and/or accommodation structures such as senior citizens, disabled people, etc.;
- Type 7: A territory with a large number of small companies. There are at least three possible scenarios:  
 Type 7a: A historical heritage of enterprises having few links with each other such as some territories in southern Scotland or in Italy;  
 Type 7b: Industrial districts, more unusual than 7a, but present in northern Italy (industrial districts of Venetia, Lombardy, Friulia) and in some French rural areas (Tarn, Pyrenées, Jura).  
 Type 7c: Areas structured around small-scaled food-processing industry, such as in Bregenzerwald (Austria) and other cheese-producing areas, as well as wine producing areas of Italy (Montepulciano), Portugal (Dão), etc.
- Type 8: Periurban rural territories;
- Type 9: A territory with a widely elderly population and/or with a high dependency rate.

### 1.3 Questionnaire for 202 local action groups or other collective bodies

## Q202

Country			
Region			
Responsible evaluator			
Interviewer			
Kind of contact ( <i>cross</i> )	<input type="radio"/> (E-)Mail	<input type="radio"/> Personal meeting	<input type="radio"/> Telephone

Name of LAG/CB			
Code Nr. of LAG/CB			
<b>Contact person</b>			
Address			
Phone		Fax	
e-mail		Web site	
Date of entry of questionnaire (Dd/mm/yy)			

Do you want to participate and to contribute to the evaluation of the LEADER approach as a focus group? (Y/N)	
---	--

#### 01 Additional information on the territory

(Reference territory for CB: The part of the eligible area in which the CB mainly operates)

##### 011 Demography

How did the percentage of younger people (< 15) develop between 1994 and 2001? ( <i>Cross</i> )	↓↓	↓	≈	↑	↑↑
How did the percentage of elder people (> 60) develop between 1994 and 2001? ( <i>Cross</i> )	↓↓	↓	≈	↑	↑↑
How did tourism develop between 1994 and 2001? ( <i>Cross</i> )	↓↓	↓	≈	↑	↑↑
How did second homes develop between 1994 and 2001? ( <i>Cross</i> )	↓↓	↓	≈	↑	↑↑

**012 Distance to urban centres**

Main city/cities having influence on the zone (Name):	Nr. of inhabitants:
If so: Closeness of the city to the area (Cross)	<input type="checkbox"/> surrounded by the LEADER area <input type="checkbox"/> lying in ... km average distance from the area

**013 Economic structure**

Nr. of sector	Description of the sector	Active population ~1994		Active population ~ 2001		If reliable numbers are too difficult to get, give an indication on the main trends (↓, ↓↓, ↘, ↗, ↑, ↑↑)
		Nr.	% of total population	Nr.	% of total population	
1	Agriculture, Forestry, Fishery					
2	Crafts & industry					
3	Services <sup>1</sup>					
3.1	Public sector					
3.2	Tourism					
3.3	Other services					
	Total					

<sup>1</sup>Further distinctions of services into 3.1., 3.2., 3.3 only if figures are available

**014 Female employment rate**

Rate of female employment in the region

~1994	~ 2001

015 How was, between 1994 and 2001, the general development trend of the wider region, in which the LEADER II area is situated?

Very negative

Very positive

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**QUESTIONS ON THE IMPLEMENTATION OF LEADER II**

**11 Role of the LEADER specificities in the selection process**

**111 To which extent did the LAG/CB respond to the LEADER specificities in its business plan?**

Put (x) according to the degree of operationalisation.

	unmentioned	roughly explained	operationalised in detail
Area-based approach			
Bottom-up approach			
Local partnership			
Innovative approach			
Multi-sectoral integration			
Trans-national cooperation			

**112 Which role did the LEADER specificities play in the selection process – compared to the other factors?**

Very weak							Very strong		
1	2	3	4	5	6	7	8	9	10

**113 According to the local actors' perception: On which criteria did the administration put most emphasis in the selection of LAGs/CBs?**

**13 Implementation of LEADER specificities into the local action plan**

**131 Implementation of area-based approach**

*(Not relevant for CBs)*

What criteria were used to define the boundaries of the LEADER area?

Administrative boundaries (Y/N)	
Specific local (cultural, linguistic) identity (Y/N)	
Natural boundaries (coast, rivers, mountains etc.) (Y/N)	
Socio-economic homogeneity (Y/N)	
Pre-existing territorial delimitation (Y/N)	
Other:	



132 Was the choice of the area adequate?

Very inadequate

Very adequate

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

133 Explain the reasoning and influential factors behind the choice of the area.

--

**132 Implementation of bottom-up approach**

1321 How was local animation endowed with resources?

Animation team members (Role)	At the beginning of LEADER II			At the end of LEADER II		
	Nr. Total	Nr. FTE <sup>1</sup>	Nr. Women	Nr.	Nr. FTE <sup>1</sup>	Nr. Women
Local animators						
<sup>2</sup> Experts (specialists)						
Coordinator						
Total						

<sup>1</sup> Full time equivalent

<sup>2</sup> Experts: Enterprise creation, journalism, office-automation & web editing etc.

1322 How many open meetings/forums (to which all citizens were invited to come) have been held in the course of the programme?

None	<input type="text"/>
1 or 2-	<input type="text"/>
3 – 5	<input type="text"/>
> 5	<input type="text"/>

1323 To what extent was the bottom-up approach implemented?

Not at all

Very consistently

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1324 Which positive and negative factors have influenced the implementation of the bottom-up approach?

Positive (stimulating) factors:	Negative (inhibiting) factors:
---------------------------------	--------------------------------

**133 Implementation of local partnership**

1331 Has the partnership been newly created or did it exist before?

Partnership was created specifically for LEADER II (Y/N)	<input type="text"/>	Year of creation:	<input type="text"/>
Partnership already existed and remained more or less unchanged (Y/N)	<input type="text"/>		
Partnership existed and was restructured for LEADER II (Y/N)	<input type="text"/>		

1332 How was the partnership composed?

	At the start of LEADER II (Nr. of partners in the group)	At the end of LEADER II (Nr. of partners in the group)
Total number of partners		
Type of partners in detail:		
– Local authorities		
– Other public bodies		
– Farmers (as individuals or co- operatives)		
– Other private enterprises		
– Professional associations and agencies (chambers, business councils etc.)		
– Other associations		
– Individual members		

1333 How representative was the partnership with regard to the local population?

Not at all representative					Highly representative				
1	2	3	4	5	6	7	8	9	10

1334 What were the driving forces bringing the partnership into being (promoters, initiators, key players)?

**134 Implementation of innovative approach**

1341 How was innovation defined in the local action plan and how was it operationalised?

Any reference to innovation was missing in the business plan (Y/N)	
The Commission's text was just quoted (Y/N)	
There was an own approach to innovation (Y/N)	
<i>Which one:</i>	
Has innovation been operationalised into selection criteria for projects? (Y/N)	
<i>Which criteria:</i>	

1342 Did the innovation challenge make a difference compared to other programmes?

No difference					Very much difference				
1	2	3	4	5	6	7	8	9	10

1343 In which way did the innovation challenge make a difference compared to other structural fund or other (regional/national) programmes?

**135 Multi-sectoral integration**

1351 What is the degree of multi-sectoral integration?

No integration					Complete integration				
1	2	3	4	5	6	7	8	9	10

1352 Relative weight of multisectoral projects

How many projects were carried out by actors of one single sector? (Cross)	0	0 – 33%
	0	34 – 66%
	0	67 – 100%
How many projects were carried out by actors coming from two sectors? (Cross)	0	0 – 33%
	0	34 – 66%
	0	67 – 100%
How many projects were carried out by actors coming from three or more sectors? (Cross)	0	0 – 33%
	0	34 – 66%
	0	67 – 100%
How many projects – be they monosectoral or multisectoral – were really answering to an integrated territorial strategy?	0	0 – 33%
	0	34 – 66%
	0	67 – 100%

1353 Pilot strategies

Were the activities structured around common themes? (Y/N)	If yes, which ones:
Was the territorial strategy centered around a common theme? (Y/N)	If yes, which one:

1354 What are the positive and negative influence factors for implementing a strategy of multi-sectoral integration?

Positive (stimulating) factors:	Negative (inhibiting) factors:
---------------------------------	--------------------------------

**136 Trans-national cooperation**

1361 In how far did the LAG/CB participate in intra-national or trans-national cooperation projects?

Nr. of proj	N (national) T (trans-national)	Title	Nr. of partners	Leading role? (Y/N)	Start (year)	End (year)	Phases <sup>1</sup> (cross, where appropriate)			Cost (ECU)
							5000 ECU	20.000 ECU	Measure C	
1										
2										
3										
...										

<sup>1</sup> The European Observatory supported a first and a second phase of trans-national cooperation with 5.000 respectively 20.000 ECU. The sequence was not compulsory. Some groups directly started with measure C.

1362 Was trans-national cooperation enhanced or hampered by administrative requirements?

Strongly discouraged					Strongly encouraged				
1	2	3	4	5	6	7	8	9	10

1363 What are the positive and negative factors influencing the implementation of inter-territorial cooperation?

Positive (stimulating) factors:	Negative (inhibiting) factors:
---------------------------------	--------------------------------

## 14 Activities/measures implemented

### 141 Project selection

1411 Existence of formal criteria

Were there explicit selection criteria for projects in the business plan? (Y/N) 

--	--

1412 Mechanisms of selection

Which were the mechanisms for project selection?

*(Note: This question does not take into consideration, if the final decision was taken by the LAG or the regional administration. It only concerns the decision-making process at local level)*

Criteria definition

Criteria application  
(projects selection)

Proposal made by thematic work groups (Y/N)		
De-facto decision made by technical staff (Y/N)		
De-facto decision made by thematic work groups (Y/N)		
Decision made by LEADER board (Y/N)		
Other:		

1413 How strongly was project selection linked to a coherent strategy?

Very inconsistent

Very consistent

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1414 What were the positive and negative factors of common decision-making?

Positive (stimulating) factors:	Negative (inhibiting) factors:
---------------------------------	--------------------------------

**142 Implemented measures and activities**

1421 What measures have been budgeted in the business plan as contracted by the programme administration?

Activity	Total funds (LAP budget)		EU funds	National public funds	Private funds
	%	ECU	ECU	ECU	ECU
Measure A					
Measure B					
Priorities:					
Measure C					
TOTAL	100%				

1422 To what extent are the intended measures responding to the development needs of the area?

Very irrelevant										Very relevant	
1	2	3	4	5	6	7	8	9	10		

1423 Which were the territorial problems and needs addressed by the choice of priorities and measures?

--

1424 Which measures have been budgeted in the final commitment?

Activity	Total funds (LAP budget)		EU funds	National public funds	Private funds
	%	ECU	ECU	ECU	ECU
Measure A					
Measure B					
Priorities:					
Measure C					
TOTAL	100%				

1425 To what extent are the finally implemented measures responding to the development needs of the area?

Very irrelevant					Very relevant				
1	2	3	4	5	6	7	8	9	10

1426 What were the reasons and driving forces for the changes between initial programme and final commitment?

1427 If the LAG/CB used measure A – how was it used?

**15 Administrative structures/activities set up for LEADER II**

**151 Structure of the local partnership**

1511 Organigram

Sketch the organigram (hierarchies, responsibilities):

1512 Were the administrative arrangements between the local group and the programme administration adequate?

Very inadequate					Very adequate				
1	2	3	4	5	6	7	8	9	10

1513 How did the specific arrangements between the local group and the programme administration influence (facilitate or disturb) business plan implementation?

Positive (stimulating) influence:	Negative (inhibiting) influence:
-----------------------------------	----------------------------------

**152 Attitude of administrative stakeholders**

1521 What were the prevailing expectations and opinions of local and regional stakeholders about LEADER II? Were there differences and, if so, which ones?

1522 How was the prevailing attitude of local stakeholders towards LEADER II?

Very negative					Very positive				
1	2	3	4	5	6	7	8	9	10

**153 Administrative support for the local group**

1531 How has the local group been supported by the managing authority (be it by own staff or assigned experts)?

	Not at all & badly					Very much & well				
	1	2	3	4	5	6	7	8	9	10
In the preparation phase of the business plan										
In the start-up phase										
In the implementation phase										
In the final phase (after expense commitments)										

1532 How did the administrative support for the local group work? What were the main methods?

**16 Networking structures**

**161 Network participation**

1612 To what extent did the LAG/CB or related actors participate in seminars or workshops organised by the networks? (Cross, where appropriate)

	Never	Sometimes	Often
Official national LEADER II network			
Official regional LEADER II network (if any)			
European LEADER II Observatory			
Informal network (Name)			

1613 What products (guidebooks, dossiers, soft ware etc.) offered by the official networks were actually used by the LAG/CB or related actors? (Add as many lines you like)

	Product	Kind of use
Official national LEADER II network		
Official regional LEADER II network (if any)		
European LEADER II Observatory		
Informal network (Name)		

**162 Network communication**

1621 How was the relationship between the LAG/CB and the regional network (if any)?

None or bad					Very good				
1	2	3	4	5	6	7	8	9	10

1622 In which way did the LAG/CB communicate with the regional network? (Leave blank, if there was none)

--

1623 How was the relationship between the LAG/CB and the national network?

None or bad	Very good										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; color: red;">1</td> <td style="width: 10%; text-align: center; color: red;">2</td> <td style="width: 10%; text-align: center; color: red;">3</td> <td style="width: 10%; text-align: center; color: red;">4</td> <td style="width: 10%; text-align: center; color: red;">5</td> <td style="width: 10%; text-align: center; color: red;">6</td> <td style="width: 10%; text-align: center; color: red;">7</td> <td style="width: 10%; text-align: center; color: red;">8</td> <td style="width: 10%; text-align: center; color: red;">9</td> <td style="width: 10%; text-align: center; color: red;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	
1	2	3	4	5	6	7	8	9	10		

1624 In which way did the LAG/CB communicate with the national network?

--

1625 How was the relationship between the LAG/CB and the European Observatory?

None or bad	Very good										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; color: red;">1</td> <td style="width: 10%; text-align: center; color: red;">2</td> <td style="width: 10%; text-align: center; color: red;">3</td> <td style="width: 10%; text-align: center; color: red;">4</td> <td style="width: 10%; text-align: center; color: red;">5</td> <td style="width: 10%; text-align: center; color: red;">6</td> <td style="width: 10%; text-align: center; color: red;">7</td> <td style="width: 10%; text-align: center; color: red;">8</td> <td style="width: 10%; text-align: center; color: red;">9</td> <td style="width: 10%; text-align: center; color: red;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	
1	2	3	4	5	6	7	8	9	10		

1626 In which way did the LAG/CB communicate with the European Observatory?

--

**163 Actors' involvement**

Who participated most in the networks? (Cross, where appropriate)

The LAG/CB board members		
The technical staff and related experts		
Project managers		
Political representatives		
Cultural representatives		
Other representatives of the local population		
If yes: Which one(s)?		

**17 Re-allocation of funds at local level**

1713 How were the modalities for re-allocation perceived?

Very bureaucratic	Very adaptive and flexible										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; color: red;">1</td> <td style="width: 10%; text-align: center; color: red;">2</td> <td style="width: 10%; text-align: center; color: red;">3</td> <td style="width: 10%; text-align: center; color: red;">4</td> <td style="width: 10%; text-align: center; color: red;">5</td> <td style="width: 10%; text-align: center; color: red;">6</td> <td style="width: 10%; text-align: center; color: red;">7</td> <td style="width: 10%; text-align: center; color: red;">8</td> <td style="width: 10%; text-align: center; color: red;">9</td> <td style="width: 10%; text-align: center; color: red;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	
1	2	3	4	5	6	7	8	9	10		

1714 How were the re-allocations (difference between lines 5 and 2) justified? What were the reasons?

--



**18 Speed of implementation**

**181 Delays**

Date of approval (contract) of business plan (dd/mm/yy)

Date of the first commitment of expenses (dd/mm/yy)

Approximate number of months


**182 Time pattern of spending<sup>1</sup>**

% of the budget spent in...

1994 – 1996

1997 – 1999

2000/2001

Total

% of total expenditure			
Measure A	Measure B	Measure C	Total
			100%

<sup>1</sup>If the figures are not available locally, ask the regional administration

**183 How are the funding procedures perceived?**

Very slow

Very swift

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**184 Is there any connection between the type of measure and the rhythm of implementation?**

--

**19 Learning from LEADER I (only for groups already active in LEADER I or a similar programme)**

191 What is the value of the preceding LEADER I (or analogous) experience?

Totally useless					Very useful				
1	2	3	4	5	6	7	8	9	10

192 Which elements were explicitly taken up from the previous period?

	Not much							Very much		
	1	2	3	4	5	6	7	8	9	10
Personal contacts with the programme administration										
Networking with other rural areas										
The LEADER specificities:										
Area-based approach										
Bottom-up approach										
Local partnership										
Innovative approach										
Multi-sectoral integration										
Networking										
Trans-national cooperation										
Decentralised management and financing										

193 How did the transfer from the previous period work in detail? Which were the mechanisms which made learning possible?

## EVALUATION QUESTIONS

### 21 GENERAL EVALUATION QUESTIONS

#### 211 Impact of the LEADER method on sustainable rural development

2111 Was sustainable development mentioned in the business plan and how was it defined?

No reference (Y/N)

Sustainability as an environmental goal (Y/N)

Sustainability as an overarching concept (Y/N)

Reference to agenda 21 (Y/N)


2112 Does the LEADER method contribute to the long-term viability and sustainability of the area?

Not at all							Very much		
1	2	3	4	5	6	7	8	9	10

2113 Overall effect of the LEADER method (Check again after answering the questions under 22!):

How did the LEADER method act on the viability and sustainability of the areas and which were the main factors of influence?

How did the LEADER method act on the effectiveness of regional governance in the areas and which were the main factors of influence?

How did the LEADER method act on the local actors' attitude and ability to learn, to acquire competencies and to gain power of action?

#### 212 Impact of LEADER on horizontal objectives

##### 2121 Effects on agricultural adjustment and diversification

21211 How many projects have been specifically addressed to agricultural adjustment and diversification?

	Public (EU +nat.) funding (ECU)	% of total funds
Projects specifically addressed to farmers and farmers' associations		
Projects addressed to farm-related tourism		
Projects linking up the agricultural sector to other sectors		

21212 How effective has LEADER II been in terms of agricultural adjustment and diversification?

Very ineffective							Very effective		
1	2	3	4	5	6	7	8	9	10

21213 Explain how LEADER II took effect on agricultural adjustment and diversification.

--

**2122 Employment effects**

21221 How effective has LEADER II been in terms of employment?

Very ineffective	Very effective										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> <td style="width: 10%; text-align: center;">6</td> <td style="width: 10%; text-align: center;">7</td> <td style="width: 10%; text-align: center;">8</td> <td style="width: 10%; text-align: center;">9</td> <td style="width: 10%; text-align: center;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	
1	2	3	4	5	6	7	8	9	10		

21222 Estimate the outcomes in terms of employment:

	Nr. of jobs (men)	Nr. o jobs (women)
Direct employment (expressed in FTE <sup>2</sup> ) created by LEADER II		
Employment safeguarded by LEADER II		
Total number of jobs directly created and safeguarded		
Approximate estimation of jobs indirectly created or safeguarded		

21223 To what extent and in which way has LEADER II triggered employment effects?

--

**2123 Effects on the environment**

21231 What are the outcomes in terms of environmental preservation and improvement?

	Public (EU +nat.) funding (ECU)	% of total funds
Projects specifically linked to environmental protection (land and species)		
Projects specifically linked to environmental improvement (resource-efficiency, CO <sub>2</sub> abatement, organic products etc.)		

	~1994	~2001
Extension of land under protection (km <sub>2</sub> )		

21232 How effective has LEADER II been in terms of environmental protection and improvement?

Very ineffective	Very effective										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> <td style="width: 10%; text-align: center;">6</td> <td style="width: 10%; text-align: center;">7</td> <td style="width: 10%; text-align: center;">8</td> <td style="width: 10%; text-align: center;">9</td> <td style="width: 10%; text-align: center;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	
1	2	3	4	5	6	7	8	9	10		

21233 To what extent and in which ways has LEADER II triggered environmental effects?

--

\_\_\_\_\_

<sup>2</sup> full time employment

**124 Income effects**

21241 How effective has LEADER II been in terms of income?

Very ineffective					Very effective				
1	2	3	4	5	6	7	8	9	10

21242 To what extent has LEADER II leveraged private investment in the area?

	Less or stagnating investment activity	Slightly increased activity	Strongly increased activity
Local investors (Y/N)			
External investors (Y/N)			

21243 To what extent and in which ways has LEADER II triggered income effects?

--

**2125 Effects on equal opportunities**

21251 What are the outcomes in terms of equal opportunities?

	Nr. of proj.	% of total proj.	Public (EU +nat.) funding (ECU)	% of total funds
Projects specifically addressed to women				

	Number	In % of female population	In % of total participants
Women having participated in training courses			
Women on the LAG/CB board			

21252 How effective has LEADER II been in terms of equal opportunities?

Very ineffective					Very effective				
1	2	3	4	5	6	7	8	9	10

21253 To what extent and in which way has LEADER II taken effect on equal opportunities?

--

**213 Complementarity to other measures**

2131 Other community initiatives in the area

What other Community Initiatives (INTERREG II, RECHAR, KMU, RESIDER etc.) were operating in the area?

--

2132 Did the local group have an active role in the implementation of other programmes?

Structural Funds (Y/N)	
Community Initiatives (Y/N)	
Which ones?	
Regional or national programmes (Y/N)	
Which ones?	

2133 To what extent has LEADER II allowed to fund rural development projects which would not have got funding through Structural Fund programmes?

Not at all										To a high extent	
1	2	3	4	5	6	7	8	9	10		

2134 Which consultation processes took place at local and regional level for harmonising different programmes operating in the areas?

--

2135 Which were the positive and negative factors influencing complementarity of funding?

Positive (stimulating) factors:	Negative (inhibiting) factors:
---------------------------------	--------------------------------

## 22 SPECIFIC EVALUATION QUESTIONS

### 221 Area-based approach

#### 2211 Projects funded outside the designated LEADER area

(Not relevant for CBs)

22111 Use of the 10% clause

	In % of projects	In % of total public funding
Projects completely funded outside the designated LEADER area		

22112 How rigid was the delimitation of the eligible area perceived?

Much too rigid										Flexible enough	
1	2	3	4	5	6	7	8	9	10		

#### 2212 Revaluing local resources

22121 What was the contribution of the LEADER II initiative to valorising local resources?

None										Very high	
1	2	3	4	5	6	7	8	9	10		

22122 Which local resources, abandoned or in risk to disappear, have been preserved, enhanced and revalued through LEADER II?

	Description
Human resources	
Local products	
Traditional knowledge	
Cultural resources	
Cultural landscape	
Natural beauties	
Local infrastructures	
Other:	

**2213 Territorial image**

22131 What was the contribution of the LEADER II initiative to enhancing the image of the area?

None										Very high
1	2	3	4	5	6	7	8	9	10	

22132 Did the territory (or parts of it) obtain official recognition through LEADER II projects?

	Description
Territorial charter, local agenda 21 or similar covenants	
Regional labelling	
Quality of origin certificates	
Integrated image carriers, such as thematic routes	
Other:	

**2214 Contribution of the area-based approach to a coherent strategy**

22141 What is the contribution of the LEADER II initiative to a coherent development strategy?

None										Very high
1	2	3	4	5	6	7	8	9	10	

22142 Continuity of strategy

	Not at all	Yes, in parts	Yes, consistently
Has the intended strategy been followed throughout the LEADER II period? (Cross, where appropriate)			

Has the strategy been thoroughly modified during implementation? (Y/N)  
If yes: How was this change managed?


**222 Bottom-up approach**

**2221 Taking into account development needs**

22211 Have local needs been properly assessed?

Not at all					Very well				
1	2	3	4	5	6	7	8	9	10

22212 Matching the strategy with the needs of local people

How were the development needs of local people assessed?

Who was regarded as most important target group(s)?

To which extent and in which way did the LAG/CB ensure the participation of beneficiaries at risk to be excluded (long-term unemployed, disabled etc.)?


**2222 Taking into account local initiatives**

22221 To what extent was participation implemented?

Not at all					Broadly and consistently				
1	2	3	4	5	6	7	8	9	10

22222 Open meetings

Nr. of meetings open for all local people

During preparation	During implementation

22223 Involvement of local initiatives

Participation of local associations and interest groups at strategic level

Participation of local associations and interest groups in the design of training courses (Y/N)

Estimate the number of people regularly involved in local development at strategic level

Estimate the number of people involved at operative level (= in projects)

None	Sporadically	Frequently
Total nr.		Women in % of total

22224 What are the positive and negative factors influencing participation in local development?

Positive (stimulating) factors:	Negative (inhibiting) factors:
---------------------------------	--------------------------------



**223 The local group**

**2231 Concertation between rural development actors**

22311 How was the capacity to harmonise divergent interests improved?

Not at all					Broadly and consistently				
1	2	3	4	5	6	7	8	9	10

22312 To what extent did the problem solving capacity of local actors improve? Specifically, did new partnerships emerge – apart from the local action group itself – during the implementation of LEADER II?

--

**2232 Continuity of development partnership**

22321 How viable and robust was the organisational structure of the local development partnership?

Not at all viable					Long-term viable				
1	2	3	4	5	6	7	8	9	10

22322 In how far does the development partnership live on after LEADER II?

- The LAG/CB just depended on the LEADER II and disappeared with the end of the initiative (Y/N)
- The LAG/CB depended on LEADER II and disappeared at its end, but another institution or agency took over and ensured continuity (Y/N)
- The LAG/CB is formally going on after LEADER II, but does no longer play the role as organisational focus of local development (Y/N)
- The LAG/CB is formally going on after LEADER II and concluded specific agreements to ensure its financial and administrative sustainability (Y/N)
- The LAG/CB is formally going on after LEADER II and ensures the continuity of action, but it is facing many difficulties (Y/N)


If yes: Kind of difficulties:

- Financial (Y/N)
- Administrative/managerial (Y/N)
- Political (Y/N)
- Other:


22323 What are the positive and negative factors influencing the viability of the local development partnership?

Positive (stimulating) factors:	Negative (inhibiting) factors:
---------------------------------	--------------------------------

**2233 Contribution of partnerships to linking up activities**

22331 Did the local partnership stimulate the creation of links between activities?

Not at all					To a high extent				
1	2	3	4	5	6	7	8	9	10

22332 Explain in which way the local partnership has fostered links between the local development activities.

--

**224 The innovative element of measures**

**2241 Identification of new ways of development**

22411 To what extent did the projects funded under LEADER II stimulate innovation?

Not at all					To a high extent				
1	2	3	4	5	6	7	8	9	10

22412 Which genuinely new activities have been initiated under LEADER II?

- Revaluing traditional activities (Y/N)
- Valorising specific local knowledge (Y/N)
- Valorising local natural and cultural resources
- Introducing new technologies (Y/N)
- Other:


22413 Give (up to) three examples for projects which you consider as the most innovative ones carried out under LEADER II in your area.

Title of Project	Short description why you consider it as innovative (20 words)
1.	
2.	
3.	

22414 What positive and negative factors are influencing the innovative potential of the area?

Positive (stimulating) factors:	Negative (inhibiting) factors:
---------------------------------	--------------------------------

**2242 Transferability of measures**

22421 How transferable are the measures and practices created under LEADER II?

Not at all transferable					Very well transferable				
1	2	3	4	5	6	7	8	9	10

22422 Have LEADER II projects – at least substantial elements of them – been transferred...

- ...within the area? (Y/N )
- ...to the surrounding area? (Y/N)
- ...to other rural areas? (Y/N)


22423 If so, what has triggered the transfer of innovation?

--

**2243 Innovative financing mechanisms**

22431 Did LEADER II stimulate new ways of financing local development projects?

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

22432 Which new ways of private financing have been developed under LEADER II?

None (Y/N)

Local development trust fund (Y/N)

Special concessions provided by local banks (Y/N)

Local venture capital (Y/N)

Other:


22433 If there were new forms of financing – what were the effects? (Leave blank, if there were none)

--

**225 The integrated multi-sectoral approach**

**2251 Launching new integrated development strategies**

22511 To what extent did the multi-sectoral approach contribute to integrated rural development strategies?

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

22512 In which way did the multi-sectoral approach contribute to integrated rural development strategies?

--

**2252 Enhancement of sustainability and diversification**

22521 To what extent did the multi-sectoral approach contribute to the sustainability of measures and the diversification of activities?

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

22522 To what extent and in which way did LEADER II projects enhance follow-on activities?

--

**226 Networking**

2261 Dissemination activities at local level

- Magazine or newsletter (Y/N)
- Reserved space for LAG/CB in local newspapers (Y/N)
- Electronic info-service (round mail) (Y/N)
- Web site still in operation (Y/N)
- Web site already taken off line (Y/N)


2262 How did knowledge transfer happen? *(Cross where appropriate)*

	Mediated by the LAG/CB	
	Yes	No
Between local actors and initiatives		
Between local actors and other rural areas		
Between local actors and urban initiatives		
Between local actors and research institutions/universities		
Between local actors and other specialised services		
Other.....		

2263 To what extent did networking contribute to rural development?

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

2264 In which way did networking contribute to rural development?

In which way did networking facilitate the dissemination of information?
In which way did networking facilitate the transfer and dissemination of knowledge?
In which way did networking facilitate the creation of informal cooperation networks?
Other effects of networking:

**227 Trans-national cooperation**

2271 To which extent did trans-national cooperation contribute to the development of the area?

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

2272 What remained from trans-national cooperation?

- Active participation of local actors in trans-national networks (Y/N)
- Twinning and similar forms of partnerships (Y/N)
- Subsequent cooperation projects (Y/N)
- Commercial relationships


2273 To what extent and in which ways did trans-national cooperation facilitate...

...the dissemination of information:
...the transfer and dissemination of knowledge:
...the implementation of measures and projects (which ones?):
...a more effective use of the resources common to the areas involved (which ones?):
...other effects:

**228 Summarizing judgement upon LEADER specificities**

If you compare the degree of realisation of the seven LEADER specificities: Mention the three ones you consider as being realised most successfully and put them in the order according to your judgement. (Write 1,2 and3 for indicating the first, second and third rank)

Area-based approach	<input type="text"/>
Bottom up approach	<input type="text"/>
Partnership approach	<input type="text"/>
Innovative approach	<input type="text"/>
Multi-sectoral integration	<input type="text"/>
Networking and trans-national cooperation	<input type="text"/>
Decentralised managing and financing	<input type="text"/>

**23 Questions on Management and Financing Procedures**

**231 Influence of administrative procedures on introducing the LEADER method**

**2311 Autonomy of the local group**

23111 Who decided upon the delimitation of the area? (Cross where appropriate)  
(Not relevant for CBs)

	De jure	De facto
The local group	<input type="checkbox"/>	<input type="checkbox"/>
An intermediate body (e.g. regional development agency)	<input type="checkbox"/>	<input type="checkbox"/>
One service of the programme administration	<input type="checkbox"/>	<input type="checkbox"/>
More than one services within the administration	<input type="checkbox"/>	<input type="checkbox"/>
Consultation between regional administration and local actors	<input type="checkbox"/>	<input type="checkbox"/>

23112 Who decided upon the allocation and re-allocation of funds? (Cross where appropriate)

	De jure	De facto
The local group	<input type="checkbox"/>	<input type="checkbox"/>
An intermediate body (e.g. RDA)	<input type="checkbox"/>	<input type="checkbox"/>
One service of the programme administration	<input type="checkbox"/>	<input type="checkbox"/>
More than one services within the administration	<input type="checkbox"/>	<input type="checkbox"/>
Consultation between regional administration and local actors	<input type="checkbox"/>	<input type="checkbox"/>

23113 Who decided upon the funding of projects? (Cross where appropriate)

	De jure	De facto
The local group		
Local council members/mayor		
An intermediate body (e.g. RDA)		
One service of the programme administration		
More than one services within the administration		
Consultation between regional administration and local actors		

23114 Who decided upon trans-national projects (Cross where appropriate)

	De jure	De facto
The local group		
Local council members/mayor		
An intermediate body (e.g. RDA)		
One service of the programme administration		
More than one services within the administration		
Consultation between regional administration and local actors		

23115 What was the degree of (de)centralisation?

Very centralised					Very decentralised				
1	2	3	4	5	6	7	8	9	10

23115 Which administrative procedures acted in favour of decentralised management and decision making, and which elements acted against it?

**2312 Accountability of local groups**

23121 What were the administrative requirements to which the local group had to comply during the execution of the business plan?

None (Y/N)	
Procedural criteria (Y/N)	
Financial criteria (Y/N)	
Specific content-related criteria which were not included in the business plan (Y/N)	

If yes: Which ones?

23122 How have these requirements been justified and how have they been reinforced?

**2313 Effect of specific procedures followed by the authorities, monitoring committees and local partners on the introduction of the LEADER II method**

23131 What is the effect of these procedures on the introduction of the LEADER method?

Very negative					Very positive				
1	2	3	4	5	6	7	8	9	10

23132 Influence of administrative procedures

Have the specific procedures followed by the regional and national authorities facilitated or hindered the introduction of the LEADER method?
Have the specific procedures followed by the monitoring committee facilitated or hindered the introduction of the LEADER method?
Have the specific procedures followed by the local partners facilitated or hindered the introduction of the LEADER method?

**232 Contribution of networking bodies to LEADER II objectives**

2321 What was the effect of the regional networking body? (Leave blank, if there was none)

None or negative					Very positive				
1	2	3	4	5	6	7	8	9	10

2322 What was the effect of the national networking body?

None or negative					Very positive				
1	2	3	4	5	6	7	8	9	10

2323 What was the effect of the European Observatory?

None or negative					Very positive				
1	2	3	4	5	6	7	8	9	10

2324 To what extent did the formal networking bodies contribute to achieving the LEADER II objectives in terms of efficiency, relevance and usefulness?

	Efficiency (with regard to cost and benefit of measures)	Relevance (with regard to the needs of the territory)	Usefulness (with regard to long-term impact in the rural area)
Regional network (if any)			
National network			
European Observatory			

**233 Influence of managing and funding procedures on the implementation of the other specific features of LEADER**

2331 Did decentralised management and financing (implementation of global grant system at local level) facilitate the introduction of the LEADER specificities?

Not at all					Very substantially				
1	2	3	4	5	6	7	8	9	10

2332 Explain the factors and elements of decision making which had the most positive and which had the most negative effect...

...on ↓	Decision making and monitoring of the OP	Decision making concerning business plan implementation
Innovative approach	+ -	+ -
The area-based approach	+ -	+ -
Multi-sectoral integration	+ -	+ -
The local partnership	+ -	+ -
Bottom-up approach	+ -	+ -
Trans-national cooperation	+ -	+ -
Networking	+ -	+ -

**234 Contribution of the managing and funding procedures to the added value of LEADER II**

2341 Does LEADER II constitute an added value compared to other structural funds programmes?

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10

2342 Does LEADER II constitute an added value compared to other regional or national local development programmes?

Not at all								Very much	
1	2	3	4	5	6	7	8	9	10

2343 To what extent and in which way has decentralised decision making and financing (the implementation of the global grant system at local level) contributed to the added value of LEADER II?



**QUESTIONS ON NATIONAL AND REGIONAL EVALUATIONS**

**31 Evaluation at local level**

311 Which evaluations were carried out at local level?

	Purpose/object of evaluation	Year(s)	Cost (ECU)
External evaluations commissioned by the administration			
External evaluations commissioned by the group itself			
Self-evaluations coordinated or supported by the administration			
Self-evaluations not supported by the administration			

312 What was the effect of self-evaluation on the local network of actors? *(Leave blank, if there was no self-evaluation)*

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

313 If there was self-evaluation: Explain the purpose and the method.

**1.4 Grid for the analysis of 34 operational programmes and for the synthesis of interviews with programme managers and other actors at national or regional level**

**Q34**

<b>Member country</b>	
<b>Responsible evaluator</b>	

<b>Name of key person interviewed</b>	<b>Nr.</b>	<b>Function/role</b>	<b>Date of interview</b>	<b>T(el.) or P(ersonal)</b>	<b>Name of Interviewer</b>	<b>e-mail address of interviewer</b>

**QUESTIONS ON THE IMPLEMENTATION OF LEADER II**

**11 Role of the LEADER specificities in the selection process**

**111 Degree of formality of the selection process**

1111 How was the selection process of LAGs and CBs carried out?

Only implicit or informal eligibility criteria (Y/N)

Explicit criteria (Y/N)

Consultation between different administration units (Y/N)

Consultation between regional administration and local actors (Y/N)

Audition of local group (Y/N)


1112 How many sessions took place for the selection process? (Nr.)

--

**1121 Percentage of selected LAGs/CBs**

Absolute number

% of total

submitted	approved

1122 How strong was the role of the explicit quality criteria in the selection process – compared to other, less explicit influence factors?

Put the number of each respondent below the chosen box.

Very weak							Very strong		
1	2	3	4	5	6	7	8	9	10

1123 Which informal external and internal factors influenced the selection process of LAGs and CBs?

--

**113 Adequacy of collective bodies**

1131 Were there collective bodies in the area?

Number of collective bodies

CB in % of all groups

%

Was there a previous allocation of funds for Collective Bodies? (Y/N)

Were the selection criteria for CBs different to those of LAGs? (Y/N)


1132 How adequate are collective bodies compared to territorial action groups (LAGs)?

Put the number of each respondent below the chosen box.

Very inadequate					Very adequate				
1	2	3	4	5	6	7	8	9	10

**114 The role of LEADER specificities**

1141 To what extent did the LEADER specificities appear in the eligibility criteria for the selection process? Put (x) according to the degree of operationalisation.

	unmentioned	roughly explained	operationalised in detail
Area-based approach			
Bottom-up approach			
Local partnership			
Innovative approach			
Multi-sectoral integration			
Trans-national cooperation			

1142 Which role did the LEADER specificities play in the selection process – compared to other factors?

Put the number of each respondent below the chosen box.

Very weak					Very strong				
1	2	3	4	5	6	7	8	9	10

1143 Which specificities have been the administration's greatest concern in selecting the LAGs/CBs?

**131 Implementation of trans-national cooperation**

Was there a budget for measure C? (Y/N)

If yes: Was the budget for measure C...  
 ...kept at programme level? (Y/N)   
 ...integrated in the budget of LAGs/CBs? (Y/N)

132 Was trans-national cooperation encouraged or discouraged by administrative requirements?

Put the number of each respondent below the chosen box.

Very much discouraged					Very much encouraged				
1	2	3	4	5	6	7	8	9	10

133 Explain the positive and negative factors for implementing trans-national cooperation.

**15 Administrative structures/activities set up for LEADER II**

**151 Antecedents**

1511 Has there already been a programme LEADER I, or a programme, which can be seen as a direct predecessor at the same level as LEADER I?

LEADER 1 (Y/N)

A programme similar to LEADER (Y/N)

If yes: Official name of programme

If yes: **R**(egional) or **N**(ational)?

<input type="checkbox"/>	
	<input type="text"/>
<input type="checkbox"/>	

1512 If there was a preceding initiative (LEADER I or a similar programme): Was LEADER II more adequate or less adequate for rural development than the preceding initiative?

Put the number of each respondent below the chosen box.

Much more inadequate	1	2	3	4	5	6	7	8	9	10	Much more adequate
-------------------------	---	---	---	---	---	---	---	---	---	----	-----------------------

1513 If there was a preceding initiative: Explain the main differences between the preceding programme and LEADER II.

**152 Leader II monitoring and administrative assistance**

1521 How was the programme administration set up?

One single desk for the programme (Y/N)

More services, until one service by fund (Y/N)

Decentralised boards (Y/N)

Number of persons involved (FTE)

Help desk for LAGs (Y/N)

1522 Intermediary bodies

Did the administration entrust the programme coordination to an external agency? (Y/N)

If yes:  
How was it structured?  
What responsibilities did it have?

**153 Structure and evolution of the vertical partnership**

1531 How relevant was the vertical partnership in the monitoring committee for the implementation of LEADER II?

Put the number of each respondent below the chosen box.

Very irrelevant									Very relevant
1	2	3	4	5	6	7	8	9	10

1532 Has LEADER II been a tangible issue in the vertical partnership? To what extent has the programme implementation been discussed in the monitoring committee? If so, what aspects have been mainly discussed?

**154 Attitude of administrative stakeholders**

1541 What was the stakeholders' prevailing attitude towards LEADER?

Put the number of each respondent below the chosen box.

Very negative attitude									Very positive attitude
1	2	3	4	5	6	7	8	9	10

1542 Explain the prevailing opinions expressed by relevant stakeholders and highlight differing standpoints.

**155 Support for local groups**

1551 Have the local groups been supported by the managing authority or assigned experts?

- In the preparation phase of the business plan (Y/N)
- In the start-up phase (Y/N)
- Continuously, on demand (Y/N)
- Systematically for groups in difficulty (Y/N)
- Systematically and continuously for all groups (Y/N)

1552 Was measure A used for providing support? (Y/N)

1553 How can the support of the administration be rated?

Put the number of each respondent below the chosen box.

Very unsupportive									Very supportive
1	2	3	4	5	6	7	8	9	10

1554 How was the administrative support for local groups organised? What were the main methods?

--

**16 Networking structures and communication**

161 What networking structures were put in place for LEADER II at regional and national level?

	Starting date	Closing date (if not yet closed, mark "open")
National coordination unit (Y/N)		
Regional network initiated and supported by the administration (Formal network) (Y/N)		
Regional network initiated and hosted by regional actors (Informal network) (Y/N)		
Other (thematic or territorial) networks officially supported (Y/N)		
If yes: Title:.....		

**162 Regional network**

Leave blank if there was no regional network of local action groups.

It was an institutional initiative (Y/N)	<input type="checkbox"/>
It gave assistance for trans-national cooperation (Y/N)	<input type="checkbox"/>
Number of meetings	<input type="text"/>
Date of kick off meeting	<input type="text"/>
Date of final assessment meeting	<input type="text"/>
Number of training sessions	<input type="text"/>
Total cost of the regional network (ECU)	<input type="text"/>

**163 Network communication**

16311 National network

Newsletter (Y/N)	<input type="checkbox"/>
If yes: Nr. of volumes during the period	<input type="text"/>
If yes: Does it still exist? (Y/N)	<input type="checkbox"/>
Web site (Y/N)	<input type="checkbox"/>
If yes : Does it still exist ? (Y/N)	<input type="checkbox"/>
Other written or electronic means (Y/N)	<input type="checkbox"/>
If yes: Which one?	<input type="text"/>

Seminars organised by the national network (Y/N)	<input type="text"/>
If yes (cross, where appropriate):	
0 to 5 seminars	<input type="text"/>
6 or more seminars	<input type="text"/>
Participation of European Observatory (Y/N)	<input type="text"/>
Participation of the European Commission (Y/N)	<input type="text"/>

**16312 Did the national network facilitate the implementation of LEADER II?**

Put the number of each respondent below the chosen box.

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

**16313 What were the main features of the relationships between the national network and the public administrations at regional and national level?**

**16321 Regional network (Leave blank if there was no regional network of local action groups)**

	Newsletter (Y/N)	<input type="text"/>
If yes: Nr. of volumes during the period		<input type="text"/>
If yes: Does it still exist? (Y/N)		<input type="text"/>
Web site (Y/N)		<input type="text"/>
If yes : Does it still exist ? (Y/N)		<input type="text"/>
Other written or electronic means (Y/N)		<input type="text"/>
If yes: Which one?		

Seminars organised by the regional network (Y/N)	<input type="text"/>
If yes (cross, where appropriate):	
0 to 5 seminars	<input type="text"/>
6 or more seminars	<input type="text"/>
Participation of European Observatory (Y/N)	<input type="text"/>
Participation of a member of the European Commission (Y/N)	<input type="text"/>

**16322 Did the regional network facilitate the implementation of LEADER II? (Leave blank if there was no regional network of local action groups.)**

Put the number of each respondent below the chosen box.

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

**16323 What were the main features of the relationships between the regional network and the public administrations at regional and national level?**



## 17 Funding and re-allocation of funds

### 171 Financial achievements, summed up at regional level (ECU)

1711 Budget per measures and funds

1	2	3	4	5	6
By measures	Initially contracted	Finally committed	Paid	Achievement I (col.3 in % of col.2)	Achievement II (col.4 in % of col.2)
A					
B					
C					
D					
By funds					
EU funds	EAGGF				
	ERDF				
	ESF				
Public national funds					
Private funds					
Total funds				100%	100%

1712 Budget per priority

Note: This table can only be reasonably filled, if the priorities are standardised within one programme region.

Finally committed budget* for the Rural Innovation Programme (measure B) per priority	National currency	ECU	% of measure B
<b>Priority:</b>			
Priority:			
Priority:			
Priority:			
Priority:			
Priority:			
Total funds for measure B			100%

\* The sum has to equal the total funds of column 4 in the previous table (1721)

1713 How were the modalities for re-allocation perceived?

Put the number of each respondent below the chosen box.

Very bureaucratic					Very adaptive				
1	2	3	4	5	6	7	8	9	10

1714 What were the reasons and how were the methods for re-allocation?

**172 Structural Fund programmes in the region (National currency and ECU)**

	Type of programme					
	Obj 1		Obj 6		Obj 5b	
	Nat.	ECU	Nat.	ECU	Nat.	ECU
EU funds						
EAGGF						
ERDF						
ESF						
National/regional/local public funds						
Private funds						
<b>Total funds</b>						

**18 Speed of implementation**

**181 The negotiation process**

1811 Time

Date of OP approval (dd/mm/yy)

Negotiation time with EC from first submission to approval  
 Time from approval to call for tender for LAGs/CBs  
 Time from call for tender to first LAG/CB contract  
 Time from first LAG/CB contract to last LAG/CB contract  
 Time to implement measure B (average by LAG/CB)

Nr. of months

1812 Rate of implementation per measure

Per measure	% of total expenditure				
	Measure A	Measure B	Measure C	Measure D	Total
1994/1995					
1996/1997					
1998/1999					
2000/2001					
Total					100%

1813 Rate of implementation per fund

Per structural fund	% of total expenditure			
	EAGGF	ERDF	ESF	Total
1994/1995				
1996/1997				
1998/1999				
2000/2001				
Total				100%

1814 How were the funding procedures perceived?

Put the number of each respondent below the chosen box.

Very slow and inappropriate					Very swift and appropriate				
1	2	3	4	5	6	7	8	9	10

1815 Is there any correlation between the type of measure or fund and the rate of implementation? What mechanisms are at work?

**19 Learning from LEADER I**

191 Was there a difference between the groups already active in LEADER 1 (or a similar programme) and those starting with LEADER II?

- Earlier submission of business plans (Y/N)
- Higher rate of approval (Y/N)
- Quicker use of funds (Y/N)
- Better performance according to nat/reg evaluations (Y/N)

Ex-Leader I	Similar programme

192 How relevant was the LEADER I (or analogous) experience for the successful implementation of LEADER II?

Put the number of each respondent below the chosen box.

Totally irrelevant					Very relevant				
1	2	3	4	5	6	7	8	9	10

193 If there were differences, explain the most critical factors producing that difference.

**EVALUATION QUESTIONS**

**21 GENERAL EVALUATION QUESTIONS**

**211 Impact of the LEADER method on sustainable rural development**

2111 Type of beneficiaries

	Nr. of projects	% of budget
Municipalities		
Other public bodies		
Farmers and farmers associations		
Other associations		
Tourism enterprises		
Other enterprises		
Other:.....		

2112 Was sustainable development an issue in the programme and how was it defined?

No reference (Y/N)	
Sustainability as an environmental goal (Y/N)	
Sustainability as an overarching concept (Y/N)	
Reference to agenda 21 (Y/N)	

2113 What is the relevance and usefulness of the LEADER method for the sustainable development of rural areas?

Put the number of each respondent below the chosen box.

None					Very high				
1	2	3	4	5	6	7	8	9	10

2114 To what extent and in which way did the LEADER method (the seven specificities) take effect on

Regional governance?

Learning attitudes, skills and behaviour of local actors?

The sustainable development of rural areas?

**212 Impact of LEADER on horizontal objectives**

21211 How effective has LEADER II been in terms of agricultural adjustment and diversification?

Put the number of each respondent below the chosen box.

Very ineffective					Very effective				
1	2	3	4	5	6	7	8	9	10

21212 If there is an effect: Explain the main factors by which LEADER II has enhanced agricultural adjustment and diversification.

--

21221 How effective has LEADER II been in terms of employment?

*Put the number of each respondent below the chosen box.*

Very ineffective					Very effective				
1	2	3	4	5	6	7	8	9	10

21222 If there is an effect: Explain the main factors by which LEADER II has enhanced employment.

--

21231 How effective has LEADER II been in terms of environmental protection and improvement?

*Put the number of each respondent below the chosen box.*

Very ineffective					Very effective				
1	2	3	4	5	6	7	8	9	10

21232 If there is an effect: Explain the main factors by which LEADER II has enhanced environmental protection and improvement.

--

21241 How effective has LEADER II been in terms of income?

*Put the number of each respondent below the chosen box.*

Very ineffective					Very effective				
1	2	3	4	5	6	7	8	9	10

21242 If there is an effect: Explain the main factors by which LEADER II has improved the income situation in the territory.

--

21251 How effective has LEADER II been in terms of equal opportunities?

*Put the number of each respondent below the chosen box.*

Very ineffective					Very effective				
1	2	3	4	5	6	7	8	9	10

21252 If there is an effect: Explain the main factors by which LEADER II has improved the situation in respect to equal opportunities.

--

**213 Complementarity to other measures**

2131 To what extent has LEADER II allowed to fund rural development projects beyond the limits of structural fund programmes?

Put the number of each respondent below the chosen box.

Not at all					Very much				
1	2	3	4	5	6	7	8	9	10

2132 Explain the interfaces and consultation processes, as well as the factors influencing complementarity in either positive or negative ways...

...at regional level.
-----------------------

...at national level.
-----------------------

**22 SPECIFIC EVALUATION QUESTIONS**

**226 Results and impact of networking**

22611 Achievements of national networks

Total cost of the national network in % of total expenses for LEADER II


Total cost of the national network per LAG in the country (ECU)

Budget per type of activity:	%
Information dissemination and transfer, Help desk, advisory services	
Seminars and trainings for LAGs/CBs	
Support for trans-national cooperation	
Other.....	
<b>Total budget for national network</b>	<b>100%</b>

22612 What is the value added of the national network for rural development?

Put the number of each respondent below the chosen box.

None					Very high				
1	2	3	4	5	6	7	8	9	10

22613 To what extent and in which way did the national networking body contribute to the effectiveness of the programme?

--

22621 Achievements of regional networks *(Leave blank, if there was no regional network)*

Total expenses in % of regional expenses for LEADER II

Total expenses broken down per LAG (ECU)

Budget per type of activity (in %):	%
Information dissemination and transfer	
Seminars and trainings for LAGs/CBs	
Help desk and advisory services	
Support for trans-national cooperation	
Other.....	
Total budget for regional network	100%

22622 What is the value added of the regional network for rural development? *(Leave blank, if there was no regional network)*

Put the number of each respondent below the chosen box.

None					Very high				
1	2	3	4	5	6	7	8	9	10

22623 To what extent and in which way did the regional networking body contribute to the effectiveness of the programme? *(Leave blank, if there was no regional network)*

2263 Value added of the European Observatory

22631 What is the value added of the European LEADER Observatory for rural development?

Put the number of each respondent below the chosen box.

None					Very high				
1	2	3	4	5	6	7	8	9	10

22632 To what extent and in which way did the European LEADER Observatory contribute to the effectiveness of the programme?

**23 QUESTIONS ON MANAGEMENT AND FINANCING PROCEDURES**

**231 Influence of procedures, management and funding on introducing the LEADER method**

23111 If there was a preceding initiative: Was administration more adequate or more inadequate in LEADER II than the preceding initiative?

Put the number of each respondent below the chosen box.

Much less adequate					Much more adequate				
1	2	3	4	5	6	7	8	9	10

23112 Was administration more adequate or more inadequate in LEADER II than in other structural fund programmes of the same period?

Put the number of each respondent below the chosen box.

Much less adequate					Much more adequate				
1	2	3	4	5	6	7	8	9	10

23113 Has LEADER II stimulated administrative innovations at regional or national level? If yes, explain the kind of changes and what triggered them.

**2312 Autonomy of local groups**

23121 Who decided upon the delimitation of the LAG area?

	De iure (Y/N)	De facto (Y/N)
The local group		
An intermediate body (e.g. RDA)		
One department of the programme administration		
More than one department within the administration		

23122 Who decided upon the allocation and re-allocation of funds?

	De iure (Y/N)	De facto (Y/N)
The local group		
An intermediate body (e.g. RDA)		
One service of the programme administration		
More than one services within the administration		



23123 Who decided upon the approval and funding conditions of projects?

	De jure (Y/N)	De facto (Y/N)
The local group		
Local council members/mayor		
An intermediate body (e.g. RDA)		
One service of the programme administration		
More than one services within the administration		

231241 Who decided upon trans-national projects?

	De jure (Y/N)	De facto (Y/N)
The local group		
An intermediate body (e.g. RDA)		
One service of the programme administration		
More than one services within the administration		

231242 How was the decision making process perceived?

Put the number of each respondent below the chosen box.

Very much centralised	1	2	3	4	5	6	7	8	9	10	Very much decentralised
--------------------------	---	---	---	---	---	---	---	---	---	----	----------------------------

231243 Which administrative procedures encouraged the decentralised management and decision making, and which factors constrained them?

23125 Accountability of local groups

231251 Which were the quality criteria for local groups to which they had to comply during the execution of the business plan?

None	
Procedural criteria	
Financial criteria	
Specific content-related criteria (beyond the LAP)	
If yes: Which ones?	

231252 Explain, how these quality criteria were justified, and how they have been reinforced.

**234 Influence of managing and funding procedures on the implementation of the LEADER method**

2341 Did LEADER II deliver an added value compared to other Structural Funds programmes operating in the region?

Put the number of each respondent below the chosen box.

None					Very high				
1	2	3	4	5	6	7	8	9	10

2342 Did LEADER II deliver an added value compared to other local development programmes operating in the region?

Put the number of each respondent below the chosen box.

None					Very high				
1	2	3	4	5	6	7	8	9	10

2343 Explain which factors or elements of institutional decision making had strong (positive or negative) impact...

...on ↓	Factors or elements of decision making
The innovative approach	+ -
The area-based approach	+ -
The multi-sectoral integration	+ -
The local partnership	+ -
The bottom-up approach	+ -
The trans-national cooperation	+ -
The networking	+ -
The decentralised managing and financing	+ -

**QUESTIONS ON NATIONAL AND REGIONAL EVALUATIONS**

**31 Evaluation at local level**

311 Evaluations organised for the local groups

	Purpose/object of evaluation	Year(s)	Cost (ECU)
External evaluations commissioned by the administration			
External evaluations commissioned by the groups themselves			
Self-evaluations coordinated or supported by the administration			
Self-evaluations not supported by the administration			

312 If there was self-evaluation: Which was the effect of self-evaluation on LAGs/CBs?

Put the number of each respondent below the chosen box.

None or negative										Very positive	
1	2	3	4	5	6	7	8	9	10		

313 If there was self-evaluation: Explain the purpose and the role of the managing authority in supporting self-evaluations of LAGs/CBs.

**32 Evaluation at programme level**

**3211 List of evaluations done at regional and national level**

What evaluation was done at programme level (statutory evaluation reports, specific studies, data collection, taking account of the specific features, etc.)?

	Y/N	Cost (ECU)
Ex-ante evaluation (Y/N)		
Interim evaluation (Y/N)		
Ex-post evaluation (Y/N)		
Specific data collections, surveys and studies (Y/N)		
If yes: Which ones?		

**3212 Types of problems and constraints**

Nr.	Type of problem	Yes/No
1	Financial constraints	
2	Administrative constraints	
3	Political constraints	
4	Problems with interlocutors at programme level	
5	Problems with interlocutors at local level	
6	Problems with processing and disseminating the results	
7	Other problems: .....	

**3213 What was the usefulness of the evaluations undertaken at programme level?**

Put the number of each respondent below the chosen box.

None					Very high				
1	2	3	4	5	6	7	8	9	10

**3214 Explain the mechanisms behind these constraints and problems and what was done to overcome them.**

**322 Institutional learning at programme level**

**3221 Have the evaluations led to institutional improvement?**

Put the number of each respondent below the chosen box.

None					Very high				
1	2	3	4	5	6	7	8	9	10

3222 Which elements of the LEADER method have been transferred to other rural development or structural funds programmes? What are the main constraints hindering mainstreaming and which solutions have been found to overcome them?

	What has been transferred?	Where has it been transferred?	Constraints encountered	Solutions found
Innovative approach				
Area-based approach				
Multi-sectoral integrated approach				
Local partnership				
Bottom-up approach				
Trans-national cooperation				
Networking				
Decentralised management and financing				
Other:				

### 33 Processing of evaluations at national level

#### 331 How were the evaluations processed at national level?

(Leave blank, if programmes were carried out at national level)

No processing (Y/N)

Redaction of summaries (Y/N)

Forwarding to other national services (Y/N)

Forwarding to the EC (Y/N)

Feedback to the beneficiaries (Y/N)

Reflection together with the regional programme administrations (Y/N)

Reflection together with other services (Y/N)

Publication (Y/N)

Other:..... (Y/N)


## 1.5 Interview guide for interlocutors at European level

QEU

<b>Interviewer:</b>
<b>Key Person</b> interviewed: Number: <span style="float: right;">Date:</span> <b>Name</b> <b>Function under LEADER II</b>  <b>Function today</b>  <b>Address:</b>  <b>Phone</b> <b>Fax</b> <b>E-mail</b>

## IMPLEMENTATION

### **13 Implementation of trans-national cooperation**

131 Which kind of support was provided from the European level to trans-national cooperation?

132 Did the activities undertaken for trans-national cooperation fulfil the expectations?

Not at all

To a high extent

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

133 How has the European support stimulated, how has it hampered trans-national cooperation between LEADER areas?

### **15 Institutional set up in the EC –DG AGRI**

151 What was the institutional set up in the Commission for LEADER II implementation?

152 How did the institutional set up in the Commission change over time from LEADER I to LEADER II?

153 In which direction did the institutional changes take effect?

Much worse

Much better

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

154 What were the driving forces behind these changes?

### **16 Networking structures**

#### **161 Mission of the Observatory**

1611 What was main mission of the European LEADER II Observatory?

1612 Did the Observatory help to improve the Commission's capacity to communicate with national, regional and local levels?

Not at all

Very much

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1613 Explain the positive and negative factors influencing the collaboration between the European Commission and the Observatory.

**162 Efficiency of the Observatory**

1622 How efficient have the Observatory's services been perceived?

Not at all

Very much

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1623 What were the main reasons for the deviations?

**17 Re-allocation of funds at programme level**

171 What were the official conditions, rules and modalities for re-allocating funds at the programme and local level?

172 How did the modalities for re-allocation work?

Very complicated and slow

Very flexible and swift

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

173 Which type of problems occurred most during re-allocation and who did what to solve them?

**18 Speed of implementation**

181 Indicate the average duration...

...between the programme submission until the final approval or rejection (for each member state, in months)

...between the first and the last programme approval


182 How are the processes at Commission level perceived?

Very bureaucratic

Very flexible and adaptive

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



183 If there were important delays: What were the reasons?

--

**19 Learning from LEADER I and purpose of LEADER II**

191 What were the essential programmatical changes from LEADER I to LEADER II?

1.
2.
3.

192 How are the changes from LEADER I to LEADER II be perceived?

Much worse

Much better

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

193 Which driving forces brought forth these changes and what makes LEADER II more or less effective than LEADER I?

--

## IMPACT

### **211 Gender aspects**

### **226 Networking effects**

2261 What are the most essential outcomes of the European LEADER II Observatory?

For the European Commission:

For rural policies at national and regional level:

For rural actors and rural territories:

2262 What were the main problems the Observatory met in fulfilling its mission and who did what to solve them?

2263 What was the Observatory's value added for rural territories?

None

Very high

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

### **213 Complementarity to other measures**

2131 What mechanisms have been established for horizontal coordination between LEADER II and other Structural Fund programmes?

2132 How is complementarity between LEADER II and other measures perceived?

Very low

Very high

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2133 Explain the factors furthering and hampering complementarity between LEADER and other measures.

### **231 Lessons from decentralised management and financing**

2311 Which countries or regions have fully implemented the global grant system in a way that devolved decision-making and funding autonomy to local groups?

2312 Explain the furthering and hampering factors for a full and successful implementation of the global grant system.

--

2312 Indicate if the global grant system represents a progress in regional governance.

Not at all

Very much

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**234 Influence of procedures, management and funding on the LEADER method**

2341 What were the specific arrangements for approving the OP and monitoring the implementation?

Approbation of OP
Monitoring the OP

2342 Which factors in the approbation and monitoring procedures had most positive or most negative influence on the implementation of the LEADER specificities?

Influence from → on ↓	Approving the OP	Monitoring the implementation
Innovative approach	+ -	+ -
The area-based approach	+ -	+ -
Multi-sectoral integration	+ -	+ -
The local partnership	+ -	+ -
Bottom-up approach	+ -	+ -
Trans-national cooperation	+ -	+ -
Networking	+ -	+ -
Decentralised managing and financing	+ -	+ -

2343 All in all, did the procedures stimulate or inhibit the implementation of the LEADER method?

Very inhibitive

Very stimulating

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2344 Which elements of the LEADER method have been transferred to the rural development regulation (Art. 33 of RDR 1257/99) or structural funds programmes (Obj. 1, 2, 3) with specific reference to the experiences made in LEADER II?

2345 What stimulates and what inhibits the mainstreaming of the LEADER method?

2346 How strong is the impact of the LEADER experience on institutional learning and changes in European institutions?

None

Very high

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

## 1.6 Manual for the Focus Groups

# F30

### **What is the purpose of focus groups?**

*For the evaluators:*

To explore to what extent the LEADER method (= its seven operational principles) has been implemented.

To explore the connections between the mode of implementation of the LEADER method and the effects in the area.

To explore the mechanisms and driving forces by which the connections between the operational principles and the effects function.

To gather evidence for key criteria for effective local/rural development programmes.

*For the local actors and other experts:*

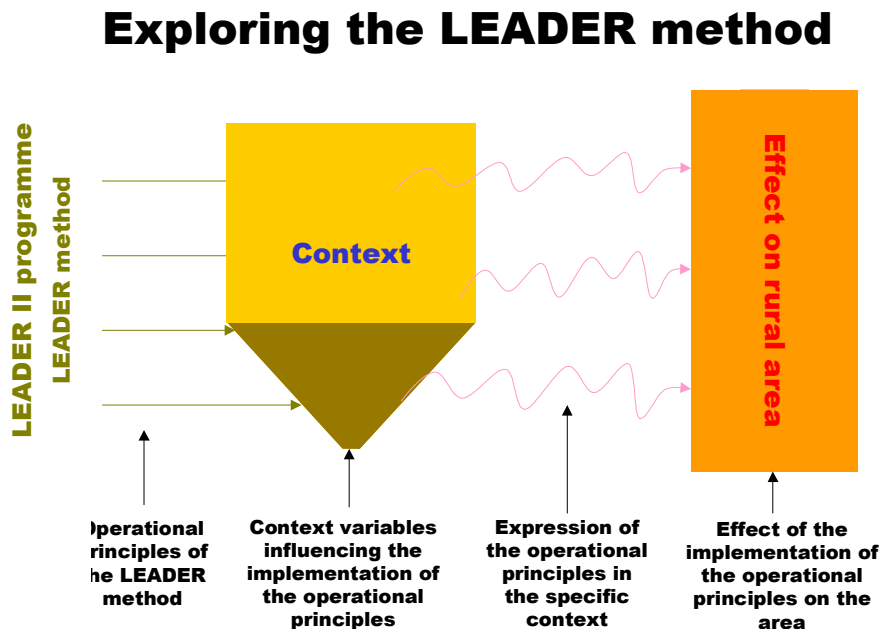
To discover what really makes a difference in local development. The structured dialogue amplifies the “window of consciousness”. It externalises tacit knowledge, implicit routine and behaviours.

To capitalise on the experiences of past actions in order to make better decisions now and then.

To know more and better about the critical leverage points and thresholds in the specific local context which make it possible to get the best possible results with the least possible effort or cost.

Figure

## Understanding the local expressions and effects of the LEADER method



### What differences are to be explored?

The differences lie – before anything else – in behavioural change. This change must be, in the mind of the participants, connected to local benefits (e.g. a better problem solving capacity, a better way to communicate local assets to the outside world, a deepening of the local value added chains, a better way to bundle forces for common endeavours, a better capacity to experiment new ways of development, improved information flows among local actors etc....).

Changes in material indicators (income, environmental quality...) should be examined in addition to support the evidence of a hypothesis, but they are not the main clues.

### What do we mean by behavioural change?

- Changes in the behaviour of individual actors (decision makers, project owners, other players).
- Changes in the routines and procedures of organisations or institutions.
- Changes in the modes of communication between individual and collective actors, between public and private actors, between upper and lower hierarchical levels,

between enterprises and NGOs, established structures and newcomers or hitherto excluded people etc.

We only focus on those changes which, according to the opinion of the participants, really make a difference in local development (= the difference which makes a difference) and which can be related with the implementation of the LEADER II initiative.

We call them *most significant changes*.

Once again: Material changes should not be neglected. They serve to confirm or to cast doubt on hypotheses upon connections between causes (LEADER method) and effects (local benefits).

### **What is the role of the evaluators?**

The evaluators are two persons. One has to be a senior expert, one may also be an assistant. As each focus group consists of two consecutive sessions, they may change role between the first and second session, if they want.

Role 1: Active questioning, encouraging people to express their thoughts, rephrasing statements in order to assure a common understanding, facilitating the dialogue in which people feel sure and free to suspend their own preconceptions, to listen and to discover.

Role 2: Does not speak. Listening and observing communication patterns, apparently hot issues, be they outspoken or unspoken. Role 2 gives role 1 feedback during the breaks upon the way role 1 leads the dialogue.

Both roles have to be explained to the participants at the beginning.

### **How should a structured dialogue in a focus group look like?**

The focus group consists of two sessions. The break between is used by the evaluators for a separate reflection of 1 hour maximum. You can choose:

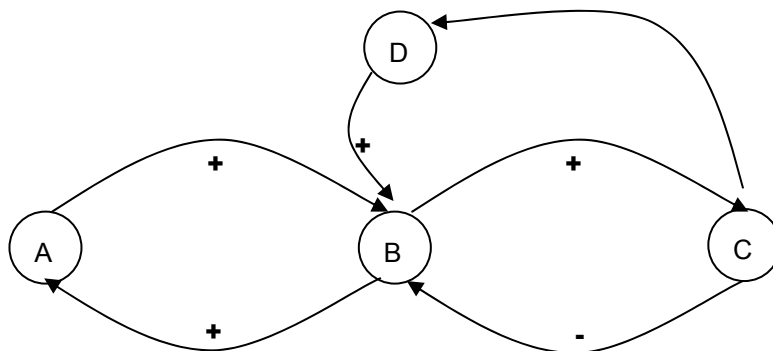
- There can be two workshops on different days (each workshop for about 3 hours).
- There can be a one-day workshop.

*First session:*

- Decide upon the animator and the minute-keeper. The first evaluator (role 1) may animate the dialogue, but you are free to choose another person, although the animator will not be able to participate in the dialogue in the same thorough-going way. The second evaluator (role 2) takes notes for the evaluation team, but the local group might

find it appropriate to appoint an additional minute-keeper for their own learning purposes. The use of visualisation techniques is warmly recommended in order to mark the progress in common cognition.

- Set out the rationale of the focus group. The local organiser may present images to recall LEADER II memories. The evaluators may summarise some highlights from the survey (Q202, Q34). Ensure commitment to the common purpose.
- Take the filled questionnaire (Q202) at hand and decide upon the issues which are felt as the most significant ones (NB: This step can be prepared in advance). Find out and stress the main topics, be they hot issues or blind spots. If the group does not seem to have a strong agenda on its own, you may suggest to start with the key issues of LEADER II:
  - a) How was the bottom-up approach translated, how was participation ensured, how did it work, what are its limits etc.;
  - b) How was innovation translated, what was considered as specifically innovative, how can innovation be fostered in a better, more generative way etc.;
  - c) What are the key challenges for the sustainable development of the area, what activities were central to this point, how do the local actors assess their outcomes etc...
- For each topic, try to find answers to the following questions:
  - a) How are these significant issues related to the operational principles of LEADER?
  - b) What behavioural change can be observed? How do we assess this change?
  - c) What behavioural change did not take place (although it was expected)? How do we assess this non-change?
  - d) In which way can the behavioural change related with material effects in the area?
- The result of this exercise can be visualised as a simplified model of interdependencies, causes and effects mutually producing and reproducing each other. Observable phenomena and behaviours (A, B, C,...) may either reinforce (+) or inhibit (-) each other.





These simplified causal loop diagrams serve to deepen the understanding of interrelated processes. They do not have to be precise or detailed. To put it in John M. Keynes' words: *"It is better to be roughly right than precisely wrong."*

Until the end of the first session there should be a consensus upon the interrelationships concerning the most significant changes. Deviating opinions have to be registered as well.

*Between the first and second session:*

The two evaluators exchange their views and thoughts on the first round of dialogue: Role 1 as an active participant, role 2 as a silent observer. You will probably discover that different roles make different perceptions. Role 2 might see more of the running communication patterns (involving role 1), role 1 might feel more what it is like to be local development actor in this area.

Together the two evaluators formulate a limited number of statements (hypotheses) upon the most significant changes using the following type of questions (please feel free to vary and to combine!):

- Context variable (x,y,z...)<sup>3</sup> acts as a (driving/inhibiting) force on the implementation of the operational principle (a,b,c).
- Under these context conditions the operational principle (a,b,c) shows (such and such) expression.
- The operational principle (a,b,c) which shows itself under (such and such) expression, has the following effect (....) on the area.
- The same operational principle (a.b.c) will be more effective, if the context variable (x,y,z) changed in the following sense (...).
- LEADER II would have done better in the given context, if the programme were different in the following sense (...).

Time and human energy will self-organise the number and relevance of the hypotheses. There is no prescription concerning their quality or quantity. It is up to the emerging spirit what comes out or not.

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<sup>3</sup> We distinguish three types of contexts:

1. Geographical and socio-economic context
2. Politico-administrative and institutional context
3. Socio-cultural context made up by the partnership and other local actors.

*Second session:*

The session starts with the evaluators, who (role 1) feed their hypotheses back into the group. The group works on them, checks, modifies, affirms, discards them or creates new ones. At the end of the exercise, the group should agree on answers to four questions:

1. What are the mechanisms, the driving or inhibiting forces which influence the effective implementation of which operational principle? In which specific way does it express itself in the local context?
2. What should be changed locally in order to improve the effectiveness of programmes such as LEADER II?
3. What should be changed at the level of programme administrations and official networks (regional, national) in order to improve the effectiveness of programmes such as LEADER II?
4. What are the key criteria for a rural development programme to take positive effect on the specific territorial context?

You are free to model the answers as causal loop diagrams as shown above.

### Procedure for the management of focus groups

Step	Procedure	What if...	Proposition
1. Identifying the focus group	<p>A. Select only LAGs, no CBs.</p> <p>B. Look, where the focus groups have to be located according to the sampling table (annexed).</p> <p>C. During the first contacts with the LAGs in the course of the distribution of Q202, try to find out which LAG would be willing and capable of organising a focus group.</p> <p>D. Communicate the possible candidates to the core team (Lukesch) and add your own thoughts about each candidate (capacity of reflection, richness of experience, accessibility and availability). This should be done until April 11.</p> <p>E. The final choice will be made by the core group according to a balanced European-wide selection process taking into account the overall diversity of situations.</p> <p>F. The core team communicates the selected LAG to you. This will be done until April 22.</p>	<p>...you don't get positive answers from any LAG?</p> <p>...the selected LAG turns out to be unavailable?</p>	<p>a. If you know possible candidates among the LAGs – albeit they answered NO – drop a phone call or an e-mail in order to ask them a second time, or to convince them if they need a soft kick to get on board;</p> <p>b. If you still don't succeed, tell it to the core team (Robert Lukesch). We'll find another solution.</p> <p>The procedure will be repeated from point D. to F.</p>

<b>Step</b>	<b>Procedure</b>	<b>What if...</b>	<b>Proposition</b>
2. Contacting and composing the focus group	<p>A. Identify the main contact person.</p> <p>B. Explain the process according to users' guide F30 to the contact person.</p> <p>C. Ask your contact person to tell you who else should participate in the structured dialogue.</p> <p>D. Together you decide upon the composition of the focus group. There should be between 6 and 10 people in the focus group, including the evaluator and one assistant.</p> <ul style="list-style-type: none"> <li>▪ It should, in the ideal form, represent the “terminal part of the vertical partnership”: Somebody representing the beneficiaries, the LAG and the regional level.</li> <li>▪ It should represent a mix of <ul style="list-style-type: none"> <li>– “involved actors”: those who have participated in the implementation in a central position (LAG manager or president);</li> <li>– “witnesses”: those who have either experienced the implementation from a nearby position (local administration) or as a beneficiary (project owner/manager);</li> <li>– “observers”: those who were not involved in the implementation at local level, but who are well informed and interested (regional administration or network; evaluator).</li> </ul> </li> </ul> <p>E. The local participants shall be invited by the contact person. For inviting a regional representative or an external expert (e.g. the regional evaluator) you may help to make this person come by contacting him or her in addition to the contact person's invitation.</p>	...if you do not get enough interested people on board?	<p>a. If the three categories are not well represented: No worry, but mention this fact in the report.</p> <p>b. If the total number of interested people (except the two evaluators) amounts to less than 4: Tell it to the core team and try another LAG.</p> <p>c. If there is no other LAG available: The core team will tell you how to proceed.</p>

<b>Step</b>	<b>Procedure</b>	<b>What if...</b>	<b>Proposition</b>
3. Fixing the modalities	<p>A. You can choose among two possibilities:</p> <ul style="list-style-type: none"> <li>▪ Two meetings of at least 3 hours each.</li> <li>▪ A one day's workshop.</li> </ul> <p>B. Fix the date(s) early enough before the reporting deadline (May 31st). Choose a place which provides a good, professional atmosphere without disturbances.</p>	...you can't find appropriate meeting dates?	Tell it to the core team and try another LAG indicated by the core team.
4. Implementing the structured dialogue	See the users' guide F30.		
5. Reporting	<p>A. Produce a summary according to the format proposed in the users' guide F30.</p> <p>B. Cross-check the summary with the local contact person, who should agree with the content.</p> <p>C. Send this summary to us until May 31st 2003.</p> <p>D. Express our gratitude (on behalf of the whole evaluation team) to the LAG and communicate where the contributors will find the final evaluation report on the web.</p>	...if you can't find the approval of the contact person?	Add the contact person's objection to the text.

## **Reporting format**

Reports should come in until the **31st of May**.

The report should not be longer than 5 pages. It has the following structure:

1. Introduction: Name of LAG and interlocutors, participants, dates; describe the process from the first contact until taking leave.
2. What hypotheses did the evaluators formulate, how did they justify them and how did the local actors react when they were confronted to them?
3. Conclusions and recommendations according to the four questions/answers produced during the second session.
4. Personal impression of the whole process, feedback for the core team (on the method, on the instructions).

Hotline for urgent questions:

Robert LUKESCH	Carlo RICCI
+43 (0)3155-5108	+39 (0)3358195513
lukesch@eunet.at	ca.ricci@tin.it

## **Helpful literature**

*About “causal loop diagrams”, “structured dialogue” and “team learning”:*

SENGE P.e.a.1994: The Fifth Discipline Fieldbook. Doubleday-Currency, NY.

O’CONNOR J., McDERMOTT I. 1997: The art of system thinking. Essential skills for creativity and Problem solving. Thorsons, an imprint of HarperCollinsPublishers, London.

*About “most significant changes monitoring”:*

DAVIES R. 1998: An evolutionary approach to facilitating organisational learning. In: Development as Process. London, Routledge/ODI.

*About “mapping of behavioural outcomes”:*

EARL S. e.a. 2001: Outcome Mapping. Building Learning and Reflection into Development Programs. International Development Research Centre/DRC, Ottawa, Canada.

## 1.7 Grid for the analysis of 12 trans-national cooperation projects and for the preparation of case studies

# Q-TNC

### How to proceed with case studies preparation

The following grid represents the template for the case studies on transnational cooperation projects. Each case study will be compiled consisting of four parts with the following modalities:

<b>Part</b>			
<b>N.</b>	<b>Title</b>	<b>Contents</b>	<b>How to prepare it</b>
<b>1</b>	<b>Description of the action</b>	1.1 Basic information 1.2 Description of the action and the phases of the project 1.3 Progression of the project 1.4 Assessing and disseminating 1.5 Budget-related elements and funding of the action	This part should be made on the base of the analysis of the existing documentation <sup>4</sup> (at European and national level). Then this information has to be verified and complemented (in particular with respect to the concrete realisations in the framework of the measure C) during the interview with the coordinator.
<b>2</b>	<b>Analysis of the impact of TNC in terms of tangible outputs and intangible benefits</b>	2.1 Achievement of rural development and Structural Fund objectives 2.2 Enhancement of the territorial capital 2.3 Behavioural changes of the local actors	This part should be prepared on the base of an interview with the LAG who had the role of co-ordinator of the project.

<sup>4</sup> The scheme followed for this part is the same used for the preparation of forty case studies in the study of the Observatory (JONES S., SOTO P.: LEADER II and Cooperation. Lessons from the past, tools for the future. Bruxelles, 2000), if the present case study has been one of them the GE (geographical evaluator) will receive the text made by the Observatory. Further documentation should be collected by GE at national or LAG level.

<b>Part</b>			
<b>N.</b>	<b>Title</b>	<b>Contents</b>	<b>How to prepare it</b>
<b>3</b>	<b>Learned lessons</b>	3.1 Lessons on TNC project planning 3.2 Lessons on TNC project implementation 3.3 Lessons on TNC project diffusion	This part will preferably be developed during a specific section of the focus group <sup>5</sup> to introduce different perceptual positions. In this situation, after having shared with the participants the history of the project, the results and the main critical points, a common research of the learned lessons will be effected. It will be done reasoning as if a similar experience had to be repeated; the group, looking back at the period of preparation, implementation and diffusion of the project, will be asked to give an answer to questions like: What would have been a useful scenario then? What would have been specifically useful to know in advance? By contrast, what did you actually think was going to happen?
<b>4</b>	<b>Conclusions on the key elements of the project</b>	4.1 Dissemination of information 4.2 Transfer and dissemination of know-how and good practice 4.3 The implementation of measures and projects 4.4 More effective use of the resources common to the areas involved in TNC	This part will include a synthesis made by the geographical evaluator at the end of the work in the form of four SWOT matrixes, which will exhibit the conclusions on the evaluation questions formulated in the TOR with priority.

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<sup>5</sup> In effect it will not be automatic that a TNC study happens in a focus group. We are aiming at a coincidence, but we can not presume it in each case. In the case of the non-focus groups this part will have to be covered by intensive interviews with some key persons.



## 1<sup>ST</sup> PART

### Description of the action

#### 1.1 Basic information

##### Evaluator

Country	
Region	
Responsible evaluator	

##### Local Action Group

Name of LAG/CB			
Code Nr. of LAG/CB			
<b>Contact person</b>			
Address			
Phone		Fax	
e-mail		Web site	

##### Trans-national cooperation project

Name (preliminary phases)			
Name (under Measure C)			
Observatory code (if existing)			
Number of partners		Number of languages represented	
Typology of geographical composition <sup>6</sup>			
Sector of activity <sup>7</sup> in which the project has been developed			

#### 1.2 Synthetic description of the project

Synthetically describe (one page) the characteristics of the project: motivations, objective, results etc.

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<sup>6</sup> According to the study of the Observatory (JONES S., SOTO P.: LEADER II and Cooperation. Lessons from the past, tools for the future. Bruxelles, 2000), the geographical partnership can be classified through four typologies: border-crossing; inside the same European region (Scandinavian, anglo-celtic, mediterranean, continental); crossing different European regions; project type X + 1 (X partners from country A and one partner from country B).

<sup>7</sup> The same study shows that the great majority of LEADER II cooperation projects analysed gravitates around five sectors of activity: food and agricultural production; rural tourism; information technology; heritage and the environment; other miscellaneous services.

### **1.3 Progression of the project**

#### **1.3.1 Identifying needs**

Explain as the local strategy of cooperation was born:

- What was the local context in the beginning? Was there any local experience of working with external structures, was there an opening to the outside?
- How was the need identified? when the project was launched or perhaps during its progression?
- How does one assess (and reassess at each new cycle) the basis of the project and the credibility of the project holders at the local level and at the regional level?
- What technical assistance did you receive (from the Observatory or from other sources)?
- What recommendations would you have in terms of identifying needs
  - for the other LAGs?
  - for future technical assistance?

#### **1.3.2 Finding partners**

Explain as the partnership has been created.

- How did you identify the partners with whom you worked?
- As you progressed in your action, did you hear about other sources of information that you could have used to find partners?
- What technical assistance did you receive (from the Observatory or from other sources)?
- What recommendations would you have in terms of finding partners
  - for the other LAGs?
  - for future technical assistance?

#### **1.3.3 Negotiating common objectives**

Explain as a common strategy has been defined among the partners.

- How did the negotiation proceed?
- Did you and your partners have comparable national elements (context, legislation...) enabling you to avoid misunderstandings? If that was not the case, how did you overcome this difficulty?
- Did you substantially modify your initial objectives to arrive at common objectives?

- Did you “formalise” the agreements that you reached (e.g. in a contract or in a partnership agreement)?
- If you took on one or more new partners, what steps did you take to rapidly bring the partner(s) up to date and to ensure integration with existing links?
- At what stage is negotiation the most difficult in a project and why?
- What technical assistance did you receive (from the Observatory or from other sources)?
- What recommendations would you have in terms of negotiating common objectives for the other LAGs?  
for future technical assistance?

#### **1.3.4 Defining an action plan**

Explain as the action plan has been defined.

- How did you determine the feasibility of your project? Did you hire outside experts for the feasibility and engineering? What part of this work did you do in house?
- How did you find the necessary funding?
- Were you able to diversify the sources of funding? What obstacles or difficulties did you encounter?
- What technical assistance did you receive (from the Observatory or from other sources)?
- What recommendations would you have in terms of defining an action plan for the other LAGs?  
for future technical assistance?

#### **1.3.5 Implementing the project**

Describe the implementation of the project.

- How were the actions managed? Who took care of this, what methods were used and how was this set up? What feedback mechanism was introduced for the actors and financial backers?
- Did you try to develop networking or did you facilitate it? Why? How did you go about doing this?
- How did you keep the various local actors involved throughout the project’s life?
- What technical assistance did you receive (from the Observatory or from other sources)?

- What recommendations would you have in terms of implementing the actions for the other LAGs?  
for future technical assistance?

### **1.3.6 Assessing and disseminating**

Describe the modalities of diffusion of the project.

- Did you communicate the transnational cooperation action and its results?
- Was the project assessed? What were the conclusions of the assessment?
- How did you bring together the good practices acquired during the various cycles? Did you formalise them in one way or another?
- Did you disseminate these good practices? How?
- Did you disseminate the results of the transnational cooperation actions carried out by your area? How did you do this and what interest was shown in this?
- How is access to information about the project or information created by the project (e.g. new production or processing techniques) organised? Who has access and how?
- What technical assistance did you receive (from the Observatory or from other sources)?
- What recommendations would you have in terms of assessing and disseminating for the other LAGs?  
for future technical assistance?

### **1.3.7 Moving from one phase of your project to another phase or to another project**

- What were the determining factors in your decision to embark on a new phase of cooperation?
- What difficulties did you encounter?
- Were you helped by the experience that you acquired in the first stages/phases of your project? To what extent?

## **1.4 Budgetary issues and project funding**

### **1.4.1 Technical assistance in setting up the project**

- Did you benefit from this kind of assistance? If so: Source (Observatory or other)
- What did this assistance enable you to do and to what extent was it necessary for the project?

**1.4.2 Project implementation (under the C measure)**

Sources of funding

	Community funding (ERDF, EAGGF, ESF)	Other public funding (National/Regional)	Private/local funding (specify the sources)	T O T A L
Partner 1 (co-ordinator)				
Partner N .....				
<b>T O T A L</b>				

Types of investments

	For the transnational aspects of the actions	For the local aspect of the actions	T O T A L (identical to that indicated in the table above)
Partner 1 (co-ordinator)			
Partner N .....			
<b>T O T A L</b>			

## 2<sup>ND</sup> PART

### Analysis of the impact of TNC in terms of tangible outputs and intangible benefits

#### **2.1 Achievement of rural development and Structural Fund objectives**

##### **2.1.1 Effects on agricultural adjustment and diversification**

- Explain to what extent and in which way the TNC project took effect on agricultural adjustment and diversification in your area.

##### **2.1.2 Employment effects**

- Explain to what extent and in which way the TNC project took effect in terms of employment in your area.

##### **2.1.3 Effects on the environment**

- Explain to what extent and in which way the TNC project triggered environmental effects in your area.

##### **2.1.4 Income effects**

- Explain to what extent and in which way the TNC project triggered income effects in your area.

##### **2.1.5 Equal opportunities**

- Explain to what extent and in which way the TNC project took effect on equal opportunities in your area.

#### **2.2 Enhancement of the territorial capital**

- Explain which components<sup>8</sup> of the territorial capital of your area have been enhanced by the project and in which way.

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<sup>8</sup> According to the dossier of the Observatory (FARREL G., THIRION S., SOTO P.: Territorial competitiveness. Creating a territorial development strategy in light of the LEADER experience. Bruxelles, 1999), the various elements of an area's capital can be classified into a number of components, which every individual is able to define in relation to his own specific situation or to what he is looking for. The dossier proposes the following eight components:

1. *Physical resources and their management*, in particular natural resources (topography, soil, subsoil, flora and fauna, water resources, atmosphere), the historical and architectural heritage and public facilities and infrastructure;

### **2.3 Behavioural changes of the local actors**

- Explain if and how the TNC project helped the LAG and the involved local actors in the learning process related to the achievement of the LEADER specific behavioural objectives (area-based approach, bottom-up approach, local partnership, innovative approach, multi-sectoral integration, networking, trans-national cooperation, decentralised management and financing).

- 
2. *The culture and identity of the area*, the shared values of the players in the area, their interests, attitudes, forms of recognition, etc;
  3. *Human resources*, the men and women living in the area, those who take up residence there and those who depart from the area, the population's demographic characteristics and its social structure;
  4. *Implicit/explicit know-how and skills*, as well as technological mastery and research and development capabilities;
  5. *Governance*, the political rules of the game, the collective players involved, and, more generally, what is nowadays referred to as the area's "governance"; this component also includes financial resources (institutions, businesses, people, etc) and their management (savings, loans, etc), since an area's governance cannot be dissociated from the formal commitment that local players are willing to make together (public/private financing, etc);
  6. *Activities and business firms*, their degree of geo-geographical concentration and their structure (size of firms, sectors, etc);
  7. *Markets and external relations*, especially their integration into the different markets, exchange and promotion networks, etc;
  8. *The image and perception of the area*, both internally and externally.

**3<sup>RD</sup> PART**

**Learned lessons**

**3.1 Lessons on TNC project planning**

**3.2 Lessons on TNC project implementation**

**3.3 Lessons on TNC project diffusion**



## 4<sup>TH</sup> PART

### Conclusions on the key elements of the project

#### 4.1 Dissemination of information

Strengths	Weakness
▪ .....	▪ .....
▪ .....	▪ .....
Threats	Opportunities
▪ .....	▪ .....
▪ .....	▪ .....

#### 4.2 Transfer and dissemination of know-how and good practice

Strengths	Weakness
▪ .....	▪ .....
▪ .....	▪ .....
Threats	Opportunities
▪ .....	▪ .....
▪ .....	▪ .....

#### 4.3 The implementation of measures and projects

Strengths	Weakness
▪ .....	▪ .....
▪ .....	▪ .....
Threats	Opportunities
▪ .....	▪ .....
▪ .....	▪ .....

#### 4.4 More effective use of the resources common to the areas involved in TNC

Strengths	Weakness
▪ .....	▪ .....
▪ .....	▪ .....
Threats	Opportunities
▪ .....	▪ .....
▪ .....	▪ .....

## 1.8 Manual for the analysis of the cost-effectiveness of ten projects funded under LEADER II compared to those funded under comparable comparable mainstream activities

# C10

### The task

Question 2.3.4 of the terms of reference poses the following question: *“To what extent did the specific financing and management procedures contribute to the added value of LEADER II?”* (The answer to this question must include a selected number of comparable projects from among the activities most financed under LEADER II)

In the inception report, the number of these case studies has been fixed to 10 (which means ten “twins”, hence 20 projects in the whole).

The purpose of a cost-effectiveness analysis (CEA) is to analyse what has been achieved at what cost. For the input-output comparison, the inputs are valued in monetary terms (investments), while the outputs are expressed in non-monetary terms, either physical or some other measurable entity.

The exercise focuses on the decision making and financing structures, the seventh specificity of LEADER. The purpose is to find out if the implementation mechanisms of LEADER II generate more value for money compared to other structural funds or national mainstream programmes. The studies explore the ratio between two cost-effectiveness ratios:

$$\text{CE ratio} = \frac{\text{Cost}_{\text{LEADER}}}{\text{Effect}_{\text{LEADER}}} - \frac{\text{Cost}_{\text{Mainstream}}}{\text{Effect}_{\text{Mainstream}}}$$

### Proposed procedure for the case studies

The case studies will be elaborated in a process consisting of six phases:

- Selecting the sample
- Contacting interlocutors (beneficiaries and programme administrations, maybe external experts)

- Analysing written documents on the projects
- Interviews with beneficiaries
- Interviews with programme administrators and/or development agencies
- Summarising and reporting

### Selecting the sample

To facilitate the identification of appropriate cases, the geographical evaluators are invited to screen the Observatory's data base of innovative actions carried out in the selected regions. They sort out the projects which, with a high probability, can be matched with similar projects, funded under mainstream programmes, and located relatively closely. The LEADER project should embody elements of the LEADER method, because we want to explore the links between the operational principles of LEADER (defined as behavioural objectives) and the effectiveness of the programme. The LEADER projects have to be located within the Q202 sample (but not necessarily in the F30 sample), the twin projects can lie inside or outside those areas, but not too far away and, most importantly, in the same region.

In total, the GE should communicate at least 30 proposals to the core team (300% of the sample) until **April 11<sup>th</sup>**. The GE should already have pre-checked the availability of information respectively of interlocutors concerning these projects.

Country	Number of Case Studies to be proposed by the GE
AT	1
BE/NL/LU	1
DE	4
DK/SU	2
EL	2
FI	2
FR	4
IR	2
IT	4
PT	2
SP	4
UK	2
<b>Total</b>	<b>30</b>

Then the core team will suggest 10 case studies according to the diversity of regions (not more than one study in one member state), of geographical situations (according to the typology used

in Q102 and L1000), and the following distribution between types of actions (number of studies in brackets):

- Adding value and marketing of regional agricultural products (3)
- Rural tourism (3)
- Small businesses and local services (2)
- Environment/Cultural Heritage and/or Training (2)

This selection will be done and communicated to the GE until **April 22<sup>nd</sup>**.

### **Contacting interlocutors**

Once being informed, the GE are invited to contact the project beneficiaries and the concerned officials in the programme administration of both projects. These partners should provide as much information as possible through written documents. Financial data are crucial. It would also be good to be able to reconstruct the temporal process from the idea to the implementation as thoroughly as possible. Finally the GE make appointments for the field visit and interviews.

### **Analysis of written documents**

Even if precise measurement is not required for the cost-effectiveness analysis, the cost and output evidence has to be document based. The documented facts will provide the clue to answering the key question, "has it been more or less expensive to implement measures in LEADER in comparison to non-LEADER."

### **Interviews with beneficiaries**

At least one leading person in charge should be interviewed from both projects (LEADER and non-LEADER). It is a free interview, and should be centered around the information required, specifically that not recorded in the written documents. The lecture grid (see below) helps to structure the interview in a way that the project's time line from the idea to the implementation can be reconstructed with specific regard to

- *The local project* (the bottom-up): What people on the ground conceived, did, let do, how they failed or succeeded.
- *The supporting mission* (the top-down): What the local partnership, the programme administration, a development agency did or did not to help and to influence the innovative action.

The core team of evaluators provides a lecture grid which facilitates the inquiry and the reporting. The interviewer should take note of events which either relate to governance issues (upper part of the sheet) or to elements of the LEADER method put on the ground locally (lower part of the sheet). Note, that it is obviously possible that LEADER specificities have been implemented even in non-LEADER areas!

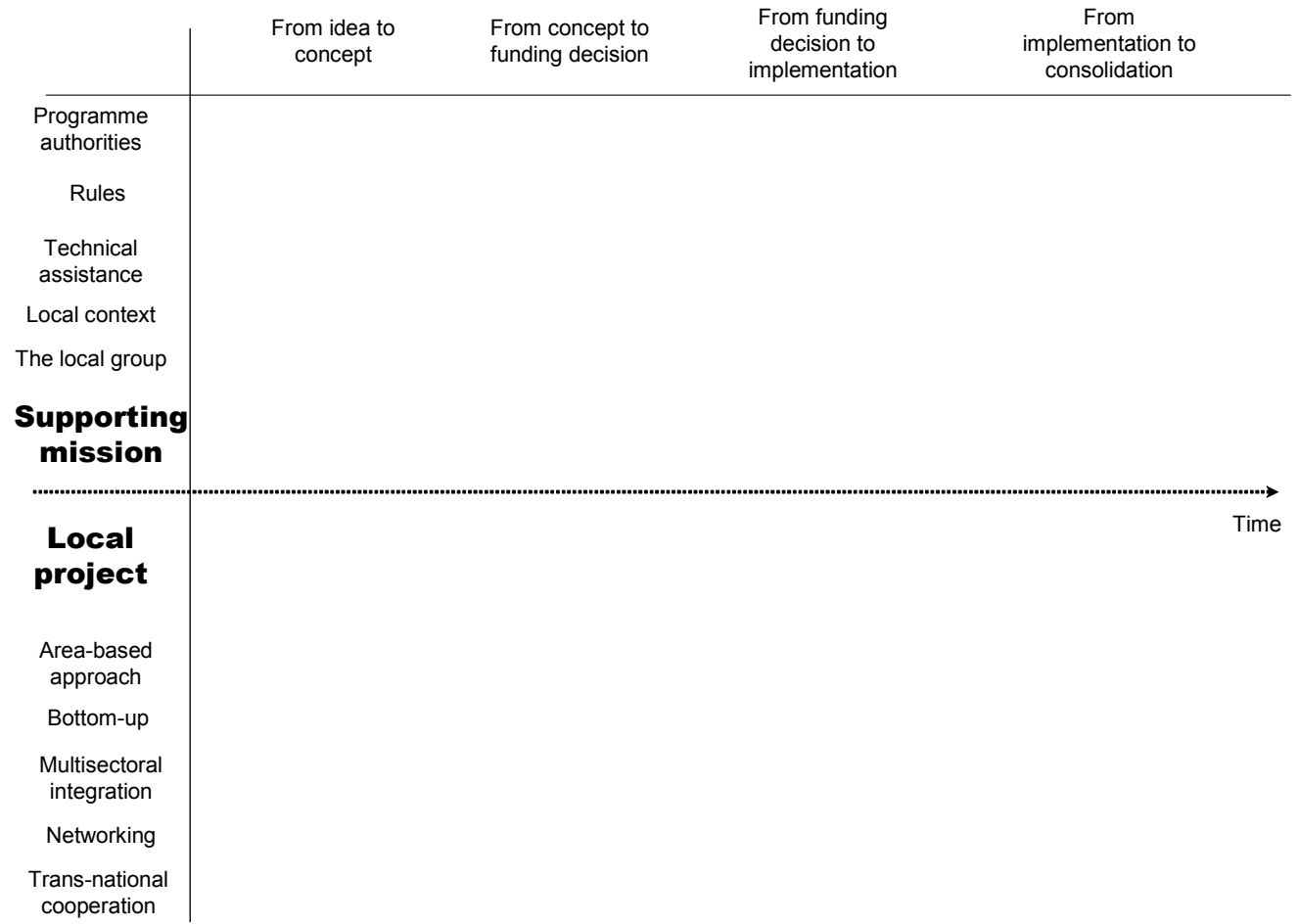
The interview should be linked to a field visit by the evaluator.

This procedure allows to reconstruct the time line of both the LEADER and the non-LEADER project and to compare the evolution of their phases in respect to the interaction between the local initiative and the supporting mission.

### **Interview with programme administrations**

On the basis of the written documents and enriched with the hypotheses emerging from the local actors' interviews, responsible programme administrators will be interviewed in order to ask complementary questions and to complete the picture of the process which led to the two projects. In the LEADER case, there will be less necessity for further information, because the Q34 can be mined. In the twin case, at least one interview will be indispensable, still using the lecture grid provided by the core team. The interview(s) can be held by telephone.

## Lecture grid for the comparative case studies



## Summarising and reporting

The absolute deadline for the report is **June 11<sup>th</sup>**.

This is the standard format for the report:

<b>Chapter</b>	<b>Content</b>	<b>Main source of information</b>	<b>Approx. nr. of pages</b>
1. Description of the context of both projects	Geographical, politico-administrative, socio-cultural conditions at the outset of the project	Written documents	1+1=2
2. Description of both projects (output), highlighting similar and different aspects.	Description of the sequence of actions, distinguishing that of local actors (bottom-up) and that of supporting bodies (top down). We recommend to divide the whole history into phases: <ul style="list-style-type: none"> <li>▪ From idea to concept</li> <li>▪ From concept to funding decision</li> <li>▪ From funding decision to implementation</li> <li>▪ From implementation to consolidation</li> <li>▪ Description of output</li> </ul>	Written documents and interviews	2+2=4
3. Description of cost structure	Financial input (EU and national public funding; private co-funding )	Written documents	1+1=2
4. Input in terms of time and human resources	Assessment of the bureaucratic and time consumption related to the funding process	Interviews and written documents	1+1=2
5. Outcomes	<ul style="list-style-type: none"> <li>▪ With regard to horizontal objectives: employment, income, equal opportunities, environment and – if applicable – agricultural restructuring and diversification.</li> <li>▪ With regard to behavioural changes (LEADER specificities) and the overall relevance and usefulness of the project.</li> </ul> <p>For comparing, the focus of outcomes should lie on the relative changes and not on absolute numbers.</p>	Interviews and written documents	2+2=4
6. Comparative assessment of cost-effectiveness	Drawing conclusions from previous chapters and putting them in relation to each other. Conclusions on the value added of LEADER II.		2
Total number of pages:			16 (max. 20)





## 2. Interview partners at EU, national and regional level

Country	Name and Function during LEADER II	Administration	Network	Expert/evaluator	Local actor
EU	BAILLIEUX Patrice Desk officer (FR) responsible for Obj. 5b and LEADER II	x			
EU	BANDARA-JAZRA Nelly Coordination unit for rural development, responsible for evaluation	x			
EU	CHAMPETIER Yves Director of the Eur. Observatory		x		
EU	COMBETTE Catherine Responsible for the coordination of LEADER II programmes and the management of the Observatory and the national units (technical aspects)	x			
EU	FARRELL Gilda Deputy Director and for some months Director of the Eur. Observatory		x		
EU	LEDDY Anthony Irish LAG representative, speaker of the Eur. association ELARD				x
EU	LORENZI Frédérique Coordination unit of DG REGIO, responsible for RD and ERDF co-funding of LEADER II	x			
EU	LOUGHEED John Deputy head for Obj. 1 areas, desk officer for IE, N-Ireland and Scotland/UK	x			
EU	PAPADIMITRIOU Irini Head of RD unit for horizontal coordination, later responsible for ES, SE, UK	x			
EU	SARACENO Elena Expert of the Eur. Observatory, evaluator of LEADER I			x	
EU	VAN de POELE Laurent Director of F1 (Rural Development)	x			
EU	VERCRUYSSSE Jean-Pierre Eur. Observatory, responsible for TNC, evaluation, later Deputy Director		x		
EU	WILLIAMS Helen Coordination unit for RD, responsible for preparing LEADER+ ; covered for C.Combette during maternity leave	x			
AT	CZAKERT H. Head of department of agriculture (Tirol)	x			
AT	FIDLSCHESTER Luis Coordinator of the LEADER II networking unit		x		
AT	KNÖBL Ignaz Head of rural development department in the Ministry of Agriculture	x			

Country	Name and Function during LEADER II	Administration	Network	Expert/evaluator	Local actor
AT	PFEFFERKORN Wolfgang National evaluator of LEADER II and Objective 5b (interim and ex-post)			x	
AT	SCHLÖGL Franz	x			
AT	STAMPFER C. Coordinator LEADER II in Tirol	x			
AT	STOCKINGER Alfred Coordinator LEADER II in Burgenland	x			
AT	WOLLANSKY Ilse Coordinator LEADER II in Niederösterreich	x			
BE	BRUYNOOGHE Winnie Official of the West-Vlaanderen province, working on obj. 5b	x			
BE	DERCK Sabine LAG manager and officer of the province authority of West-Vlaanderen				x
BE	de SMIDT Griet LEADER II secretary for Westhoek	x			
DE	DOERFEL Petra Responsible for funding in the State Ministry of Agriculture in Sachsen	x			
DE	FRANZ Johannes Official in charge in the State Ministry of Agriculture in Bayern	x			
DE	HUSSEL Gabriele Responsible official for Obj. 1 and LEADER II in the State Ministry of Agriculture Mecklenburg-Vorpommern	x			
DE	KÖPFER Josef Head of department, responsible for funding in the State Ministry of Agriculture in Bayern	x			
DE	MICHAELS Heike Official in charge, assistant of Mrs. HUSSEL in the State Ministry of Agriculture Mecklenburg-Vorpommern	x			
DE	PFISTERER Hans Jörg Head of department in the Ministry of Agriculture in Sachsen	x			
DE	REIMANN Hans Peter Official in charge, deputy head of unit in the State Ministry of Economic Affairs in Hessen	x			
DE	SCHALLER Angelika Official in charge in the State Ministry of Agriculture in Bayern	x			
DE	SCHRAMEK Jörg Regional ex-post evaluator in Hessen	x			
DE	SCHÜTTLER Klaus Responsible official for LEADER II in the State Ministry of Economic Affairs in Hessen	x			
DE	THIERBACH Egbert Responsible for implementation, monitoring and evaluation in the State Ministry of Agriculture in Sachsen	x			

Country	Name and Function during LEADER II	Administration	Network	Expert/evaluator	Local actor
DE	TOBEN Christopher Regional ex-post evaluator Mecklenburg-Vorpommern			x	
DK	ÅRUP Anders LEADER II coordinator in the Ministry of Agriculture	x			
DK	MOOS Ulrick Ex-post evaluator			x	
DK	PEDERSEN Henrik Brask LAG member and representative of the regional authority				x
ES	BALLESTIN Adolfo Previous responsible technician of LEADER II in Aragón	x			
ES	CUADRADO IBAÑEZ Manuel Regional evaluator			x	
ES	FEBLES Miguel Consultant (external observer)			x	
ES	GONZÁLEZ HEREZA Natalia Responsible technician in Anadalucía	x			
ES	HERNÁNDEZ Belén General Director (Rural Development) in Galicia	x			
ES	LÓPEZ MOLINA Juana Regional evaluator			x	
ES	MEDEROS DIAZ Enrique Technician from the Consejería de Agricultura in Canarias	x			
ES	POBLET Maria José Responsible for LEADER II in Aragón	x			
ES	SALAS ARCE Fernando Technician from the Junta de Andalucía	x			
ES	TEIJIDO Miguel Expert (external observer)			x	
FI	ANTTILA Leena Secretary of the LEADER II coordinating group in the Ministry of Agriculture (from 1996 on)	x			
FI	KAHILA Petri Evaluator and member of the steering group of the national networking unit			x	
FI	KERÄNEN Reijo Programme evaluator			x	
FI	PYLKKÄNEN Päivi Secretary of the LEADER II coordinating group in the Ministry of Agriculture (1995-1997)	x			
FI	UUSITALO Eero Chairman of the LEADER II coordinating group in the Ministry of Agriculture	x			
FR	BERNARD Christophe		x		
FR	CAILLAUD Laurent Officer of regional govt. Aquitaine	x			
FR	CARILLO Jaques Regional ex-post evaluator			x	

Country	Name and Function during LEADER II	Administration	Network	Expert/evaluator	Local actor
FR	CHOUÏPE Pierre Ex-post evaluator			x	
FR	DUCROT Alexandra			x	
FR	FAURE Laetitia		x		
FR	LE FUR Françoise Officer of regional govt. Bretagne	x			
FR	MACÉ Denise Officer of regional govt. of Bretagne	x			
FR	MASSARDIER Marc	x			
FR	MOREAU Chantal	x			
FR	PAILLARD Denis Regional ex-post evaluator (Bretagne) and regional network manager (Aquitaine)		x	x	
GR	AMANATIDIS G. Coordinator of the national network		x		
GR	HATZANTONIS D. On-going and ex-post evaluator			x	
GR	KATSAROU T. Officer for LEADER II in the Ministry of Agriculture (planning, implementation)	x			
GR	KAVOURA M. Officer for LEADER II in the Ministry of Agriculture (monitoring)	x			
GR	KYRISTSI E. Officer for LEADER II in the Ministry of Agriculture (financial management, control)	x			
GR	PANTOUVAKI M. Director of LEADER II department (Ministry of Agriculture)	x			
IE	ALLEN Tom Officer of national Ministry (managing authority)				
IE	KEARNEY Brendan National ex-post evaluator			x	
IE	SWEETMAN Mary LEADER II network manager		x		
IE	WALSH Maura LAG manager and member of Irish informal LEADER network				x
IT	AGOSTINI Daniela Regional ex-post evaluator (Ernst&Young)			x	
IT	ALMANZA Rossella Regional ex-post evaluator			x	
IT	BRUNDU Pietro President of the informal LEADER network in Sardegna		x		
IT	CAEDDU Gianluca Regional officer in Sardegna	x			

Country	Name and Function during LEADER II	Administration	Network	Expert/evaluator	Local actor
IT	CANEPA Mr. Director responsible for LEADER II	X			
IT	CUMINOTTO Claudia Regional ex-post evaluator (Ernst&Young)			x	
IT	DROSERE Lorenzo Responsible officer for LEADER II in Toscana	x			
IT	EULA Bianca LEADER II coordinator in Piemonte	x			
IT	GAUDIO Franco Technical assistant (INEA)		x		
IT	GRILLO Mr./Mrs. Ex-post evaluator in Sardegna			X	
IT	MARANGONI Luca Officer responsible for monitoring and evaluation in the govt. of Emilia- Romagna	x			
IT	MATRAGRANO Nicola Regional officer of LEADER II in Calabria	x			
IT	SIVIGLIA Mr. Responsible officer for rural development in the regional govt. of Calabria	X			
IT	SPREAFICO Eugenio Responsible officer for rural development in the Emilia-Rom. Govt.	x			
IT	TARDUCCI Simone Regional officer for LEADER II (control and supervision)	x			
IT	TAVERA Piero Regional officer (Sardegna)	x			
IT	TOLA Paolo Responsible for FORMEZ (technical assistance for LAGs) in Sardegna		x		
IT	VENTRONI Francesco Regional officer (Sardegna)	x			
NL	GIELEN Gert Regional programme and LAG coordinator	x			
PT	JORDÃO Nuno LEADER II programme manager (Ministry of Agriculture)	x			
SE	BOND Staffan PMC member for Obj.5b and chairman of LEADER II network		x		
SE	BROOKS Tim Managing authority (Ministry)	x			
SE	LARSSON Lars National evaluator				X
SE	LARSSON Lennart PMC member Obj. 6 representing the municipalities	x			
SE	LAGERROTH Nils LEADER II network manager		x		

Country	Name and Function during LEADER II	Administration	Network	Expert/evaluator	Local actor
SE	SPETZ Angela Chairman of PMC (national Ministry)	x			
UK	GASKELL Frank PMC member for H&I Enterprise	x			
UK	HUMPHREYS Eileen LEADER II network manager (LRDP) 1998-2000		x		
UK	HUSBAND Eddie LEADER II Officer South West RSC, Ministry of Agriculture	x			
UK	JUDGE Helen LEADER II network manager (LRDP) 1999-2001		x		
UK	ROBINSON Richard PMC member for Scottish Natural Heritage	x			
UK	SMILLIE David LEADER II manager in H&I Enterprise	x			
UK	TARR Stewart LEADER II programme manager for English Govt. Office South West	x			
UK	THOMAS Dean LEADER II programme manger for England (MAFF)	x			
UK	WAUMSLEY Melvyn PMC member for H&I Enterprise	x			
UK	WHITE Gary LEADER II manager for England (DETR)	x			

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#### 4. Ex-post evaluation LEADER II – Available reports

<b>Country</b>	<b>Region/ Measures</b>	<b>Eval type</b>
AT	Osterreich, Leader II and 5b	ex-post
AT	National Leader II network	final report
DE	Baden-Wurtemberg	ex-post
DE	Bayern	ex-post
DE	Brandenburg	ex-post
DE	Hessen	ex-post
DE	Niedersachsen	ex-post
DE	Nordrhein Westfalen, Leader II and 5b	ex-post
DE	Mecklenburg-Vorpommern	ex-post
DE	Rheinland-Pfalz	ex-post
DE	Saarland	ex-post
DE	Sachsen-Anhalt	ex-post
DE	Sachsen	ex-post
DE	Schleswig-Holstein	ex-post
DE	Thueringen	ex-post
DK	Danmark	ex-post
ES	Islas Canarias	ex-post
ES	Cantabria	ex-post
ES	Castilla y Leon	ex-post
ES	Extremadura	ex-post
ES	Galicia	ex-post
ES	La Rioja	ex-post
ES	Murcia	ex-post
ES	Navarra	ex-post
ES	Valencia	ex-post
FI	Continental Finland	ex-post
FR	Aquitaine	ex-post
FR	Auvergne	ex-post
FR	Basse-Normandie	ex-post
FR	Bourgogne	ex-post
FR	Bretagne	ex-post
FR	Champagne Ardenne	ex-post
FR	Corse	ex-post
FR	Franche Comté	ex-post
FR	Haute-Normandie	ex-post
FR	Languedoc-Roussillon	ex-post
FR	Limousin	ex-post

<b>Country</b>	<b>Region/ Measures</b>	<b>Eval type</b>
FR	Lorraine	ex-post
FR	Nord Pas-de-Calais	ex-post
FR	Pays de la Loire	ex-post
FR	Région Centre	ex-post
FR	Rhones Alpes	ex-post
ES	Islas Baleares	ex-post
GR	Greece	ex-post
IE	Ireland	ex-post
IT	Bolzano	ex-post
IT	Emilia Romagna	ex-post
IT	Liguria	ex-post
IT	Lombardia	ex-post
IT	Marche	ex-post
IT	Molise	ex-post
IT	Piemonte	ex-post
IT	Puglia	ex-post
IT	Sicilia	ex-post
IT	Toscana	ex-post
IT	Valle d'Aosta	ex-post
IT	Veneto	ex-post
LU	Luxemburg	ex-post
SW	LII-Obj. 5b Sweden	ex-post
SW	LII-Obj. 6 Sweden	ex-post
UK	Northern Ireland	ex-post
UK	Lowland Scotland	ex-post